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A STUDY OF AN INNOVATIVE PROGRAM DESIGNED TO AID IN MEETING  
THE NEEDS OF DISADVANTAGED STUDENTS IN  
FLORENCE, SOUTH CAROLINA

BY

THEODORE HOWARD GASPER, JUNIOR

A thesis submitted  
in partial fulfillment of the requirements for the degree  
Master of Science, Major in Education  
South Dakota State University

1972



A STUDY OF AN INNOVATIVE PROGRAM DESIGNED TO AID IN MEETING  
THE NEEDS OF DISADVANTAGED STUDENTS IN  
FLORENCE, SOUTH CAROLINA

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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Thesis Adviser

Date

✓ Major Adviser

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T. H. G.

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## CHAPTER I

### INTRODUCTION

The number of disadvantaged students who fail to complete high school diploma requirements each year represents a great waste of our educational system across the nation. As our society continues to progress and speed towards more mechanization, the problem becomes even more obvious. The needs of the disadvantaged student have not been provided for nor have his abilities been challenged, according to Ornstein and Rosenfeld who stated:

Why is the disadvantaged child being allowed to drift without direction into the ranks of the unemployed? There are some who would remind us of the old proverb, 'You can lead a horse to water but you cannot make him drink.' They maintain that the boy or girl from the slum or racial ghetto is so alienated from the educational establishment that no amount of improvement in the school's systems will improve his educational outlook; he does not want to learn. We are leading him to water, they say, but he will not drink no matter how we sweeten the water. What is closer to the truth is that we are indeed leading him to water, but he cannot drink. If a horse is tightly muzzled, it requires the greatest effort for him to open his mouth, great though his thirst may be.<sup>1</sup>

This statement by Ornstein and Rosenfeld refers to what has been done by society and the educational system itself to the disadvantaged youth who attempt to attend our schools.

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<sup>1</sup>Allan C. Ornstein and Stanley S. Rosenfeld, "Environmental and Other Factors Which Mitigate Against Disadvantaged Youngsters in School", Readings in Curriculum, Second Edition, Glen Hass, Kimbal Wiles, and Joseph Bondi, Editors. (Boston: Allyn and Bacon, Inc., 1970) p. 98.

Ornstein and Rosenfeld indicate when referring to the disadvantaged student that "by the time he is ready to start kindergarten he is already one or two years behind his privileged brother," and that the teacher is confronted by a student who, "...through no fault of his own," is not ready to accept education.<sup>2</sup>

Kemp makes the following statement about disadvantaged youth:

In general, they are the children of low-income parents who live in our affluent society but do not share its benefits. To draw a composite picture of these young people would be impossible. Each is an individual, with his own individual aspirations, capabilities, interests, and dreams. But common to them all and setting them outside the mainstream of American life is the limitation on their opportunities to develop their potentialities to the fullest. This limitation is the result of their family income and educational and occupational background, and in many cases, of their racial or national origin. These factors play decisive parts in producing a group difference. This in turn negates the concept of equal opportunities; and the cycle of cultural, educational, and economic deprivation is set in motion.<sup>3</sup>

In keeping with this view Eleanor and Leo Wolf have indicated that schools are being asked to help redress the massive deprivations. These include the educational deprivations being suffered by many of our youth. They also point to the need for actual stimulation and motivation of these students' needs and interests toward learning and achieving. The social and economic conditions affecting these students must also be improved. All educators have a responsibility and a duty

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<sup>2</sup>Ibid. p. 98.

<sup>3</sup>Barbara H. Kemp, The Youth We haven't Served: A Challenge to Vocational Education. Washington, D. C.: U.S. Department of Health, Education, and Welfare, 1966, p. 1.

to participate in the efforts being made to break the cycle of poverty and to aid the disadvantaged in their attempt to become more productive. The authors conclude that the students' secondary years are the last few years during which the school has the opportunity to help him develop his faculties of comprehension, and prepare him for adult responsibilities.<sup>4</sup>

Schreiber emphasizes that almost all population growth during the last decade had taken place in the industrial cities. He states that "populations which for centuries have been content to remain 'down on the farm' are being lured in daily to the great industrial American cities."<sup>5</sup>

It should be noted that Wilson High School of Florence, South Carolina, which is the subject of this study, was previously an all Negro school, and that integration was begun in the Fall of 1970. It is also important to know that Florence is the heart of a predominantly agricultural area. It is located in the heart of the "Pee Dee" which is known as one of the best tobacco growing regions in the world. This accounts for its heavy surrounding population; particularly since the farms in this region are small and numerous and have previously required large numbers of hand laborers.

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<sup>4</sup>Eleanor P. and Leo Wolf. "Sociological Perspective on the Education of Culturally Deprived Children." School Review, Vol. 70, Winter, 1962. pp. 373-387.

<sup>5</sup>Daniel Schreiber, "The Dropout and the Delinquent," Phi Delta Kappa, Vol. XLIV. Number 5. (February 1963) p. 217.



This geographical area underwent vast change during the past decade and a half. Many industries located in the area due to the large water supply and an extremely large potential labor supply. Another reason for industrial location there was due to a reduced cost of living which resulted in a reduction of labor costs. Therefore a large number of industries are located in and around the Florence, South Carolina area.

A major reason behind the large available labor supply was the effect that mechanization had on farms of all sizes. There was a vast decrease in the number of people needed to work on tobacco farms. A similar decrease was experienced in the number of people employed in cotton farm operations.

The freeing of farm labor and the movement of industry into the Florence area resulted in a migratory wave from the farms to the city. This constant flow added to an already crowded community, particularly the Negro community. The result was that, even with the new industries, unemployment numbers increased on a percentage basis. Industry did not absorb the total number of people who had moved into the city. This high number of unemployed people only added to the previously existing disadvantaged segment of the populace. It became quite obvious that something needed to be done to meet the ever increasing number of disadvantaged youth in Florence.

An attempt was made by Florence Public School District Number One to meet these needs. This was done by the establishment of a program titled "Special Vocational Education". A copy is included in Appendix A.

It is this program that the writer will make an effort to evaluate in this Thesis.

Statement of the Problem. This research was conducted as an evaluation of the Special Vocational Education Program in Florence, South Carolina, Public School District Number One. It was a means of determining whether or not the program was successfully meeting the needs of the students, as interpreted by the administrators of the school district. It deals with the program's attempt to reduce the dropout rate caused by the failure of the regular school program to meet the needs of the disadvantaged student in Florence. The program attempts, by identifying the potential dropout, to salvage them from a fate similar to that of the students whose case studies are listed in Appendix B.

The questions to be answered are as follows:

1. What is the percentage of the seniors who remain in school until they receive high school diplomas?
2. What is the percentage of the students, who are not seniors, who remain in school and continue to progress towards a high school diploma?
3. What is the level of the academic skills obtained by students in the program as measured by:
  - a. Pre-tests and post-tests in English and mathematics, and
  - b. Pre-testing and post-testing with the Stanford Achievement Test.
4. What is the amount of social adjustment made by the students during the year as measured by a social traits and attitudes survey form and a pre-rating and post-rating by the panel of jurors?

Importance of the Study. In many instances, students fail to adjust to the regular school situation and consequently drop out. To counteract this, Florence Public School District Number One, instituted a program titled "Special Vocational Education," which is an attempt to meet the needs of what is termed the "disadvantaged students."

This study is of utmost importance in that it is an investigation to determine whether or not this special program is keeping the majority of the enrolled disadvantaged students in school. It is also important to know the amount of growth in academic skills and social traits made by the students each year. This knowledge will facilitate adjusting the program accordingly.

If the program is successfully keeping these students in school, then it must be expanded to meet the needs of our entire "disadvantaged" student population. If it is not effectively keeping them in school and aiding them in obtaining progress academically and socially, then the program will need to be either altered or replaced.

Procedure. The procedure consisted of determining if the Special Vocational Education Program was effective in retaining the disadvantaged students in school until high school diploma completion. After having reviewed the available information on dealing with disadvantaged students, and after having worked with this special program for one year the writer began an evaluational procedure based on the questions outlined in the Statement of the Problem.

These questions were used because it was believed that they would give many insights into the strong and weak points of the program. In

doing so the writer wanted to determine the holding power of the program as well as to measure the quality of education and social adjustment made by the students while they were enrolled in the program.

Consequently, the evaluation consisted of several steps. The first step was to determine the number of seniors who dropped out of the special program during the school year. The second step was to determine the number of students who were not seniors that dropped out. The next step involved comparing the above numbers to the number of students who remained in the program during the year and continued to progress towards high school graduation, or did graduate.

In determining the level of academic achievement, pre-tests and post-tests were used to rate the student's achievement at entry as well as at termination of the program. To do this the Stanford Achievement Test was used as a pre-test and post-test at the beginning and end of the school year. Also testing was done by giving subject matter tests which were designed by the publishers of the programmed materials in English and mathematics to be used as pre-tests and post-tests. A tabulation of these results was also included in this study so that actual course progress and completion could be observed as it applied to each individual student in his specific subject areas. It should be noted that the scores achieved by the students on these subject matter tests were used to determine whether the students passed or failed their respective courses in English and mathematics. In some cases such tests have not been designed. Therefore no comparison could be made. Examples of these were in the fields of social studies and Natural Science. The t-test

was applied to the results gained from the Stanford Achievement Test and the subject matter tests to determine if the changes were statistically significant.

A social attitude and trait rating scale was used as the device for measuring social adjustment during the school year. This was accomplished by having a panel of jurors rate each student on designated traits at both the beginning and end of the school year. An exact copy of this scale may be found in Appendix C of this thesis. These forms were filled out by each member of the panel of jurors privately and then submitted to the writer. Chi-square was applied to the results gained from the social trait and attitude rating scale to determine if the results were statistically significant.

The next measure used was having each faculty member who had been involved on the panel of jurors submit a statement written from their own point of view as to whether or not the program was successful in keeping the disadvantaged students in school. They were asked to state if, in their opinion, the students they dealt with would have remained in school without the special program designed to help them. This was completed at the end of the school year. They were also asked to include a statement as to whether or not this program was an effective part of the curriculum at Wilson Senior High. The faculty members involved were told that this statement was to be used in evaluating the general successes and failures of the program. (Appendix D).

Evaluation of the Study. The evaluation of this study was based on determining whether the program was successful in keeping the majority of

enrolled disadvantaged students in school until high school diploma requirements were met. As an aid in the evaluation of the program, a series of tables were included in Chapter III which show the various levels of academic and social achievement obtained by the students in the program during this study. The t-test and Chi-square were applied to these results to determine whether the results were statistically significant.

Limitations to be Considered. This research was conducted during the school year 1970-1971. It was done at Wilson Senior High School in Florence, South Carolina. The students consisted of a total of sixty male Negroes enrolled in grades ten through twelve. All students enrolled in the program were required to take a vocational course. One of the teachers in the Learning Lab was Caucasian, the other was Negro. One guidance counselor (Director of Guidance) and the principal were both Negroes. The other guidance counselor and the assistant principal were Caucasian. All the vocational teachers at Wilson High School were Negroes.

There was no attempt made to compare the scores the students received on the Stanford Achievement Test with the scores they received on their individual subject tests since the latter tests were simply tests constructed by the publishers of the programmed material used in the Learning Lab. No norms or validity and reliability results were available for such a comparison. The subject matter tests were only available in English and mathematics.

The students' ages ranged from seventeen to twenty-one. The students were told that they had been selected for the program because their record of achievement was lower than what it should be according to intelligence and achievement test scores. All students in the program had previous poor attendance records. It was believed that these students could benefit from programmed instruction since they would be permitted to progress at their own rate of speed. All students in the program had either previously dropped out of school or had been classified by both the director of guidance and the principal as potential dropouts.

Definition of Terms.

1. Disadvantaged Students: This term refers primarily to those students who fall into any one of the following four categories:
  - a. Social: Students with home, emotional, and/or personality problems that have prevented satisfactory adjustment to the normal or regular school situation. In some cases these students have already acquired records with the Police Department.
  - b. Economic: Students from low-income bracket homes who are deprived of the necessary finances for purchasing general school supplies including books, lunches, paper, pencils, and gym clothing. In some cases they also lack funds for clothing (other than work clothing) and shoes.

- c. Cultural: Students coming from backgrounds other than "middle-class-white" which tends, at times, to give them a different view of school than is normally assimilated by average students in the public school system. This makes their success in school quite difficult.
- d. Academic: Students who do not have the desire or motivation to complete school requirements.
2. Potential Dropouts: This term was used synonymously with the term "disadvantaged students". Students in this category are listed by the guidance director and the principal as "potential dropouts" prior to their referral to "Special Vocational Education".
3. Special Vocational Education: This term was used to refer to the project designed to meet the needs of "disadvantaged students" in Florence, South Carolina. A copy of the program is included in Appendix A.
4. High End of the I. Q. Scale: This term was used to explain the differences between "Special Vocational Education" and "Special Education". Students enrolled in "Special Vocational Education" are from an I. Q. range of eighty and up. It is not unusual, in this program, for I. Q.'s to range as high as one hundred thirty and higher. Whereas "Special Education", in Florence, South Carolina deals with those students whose I.Q.'s range from sixty-five and lower. "Special Education" is an entirely separate program.



5. Wilson High School: In order to give the reader an accurate picture of the program at Wilson High School the following data has been included. The total enrollment at Wilson High School is seven hundred Black students and approximately sixty-five White students. There is a high concentration of low-income families; the level is so high that teachers at Wilson High School may receive unlimited 15 per cent National Defense Student Loan Reductions.
6. Panel of Jurors: This term was used to refer to the persons selected to rate the students' social adjustment. It consisted of the principal or the assistant principal, one of the guidance counselors, and each student's vocational teacher, respectively. It also included both teachers in the Learning Lab. Either the principal or the assistant principal rated an individual. The method of determining who did the rating in each case was which one had had the greatest contact with a particular student. This was also true regarding the guidance counselors. Only the counselor who had the greatest contact with an individual student was asked to do the rating. The panel of jurors also submitted opinions as to the general effect of the program on the students involved with it and as to its effectiveness as a part of the curriculum in general.
7. High School Diploma Requirements: At several points in this paper the writer referred to this term. The following units and courses were required of all high school students in

Florence Public School District Number One in order for them to receive a South Carolina State High School Diploma:

4 units of English

2 units of mathematics

1 unit of Natural Science

3 units of social studies distributed as follows:

- 1 unit of World History

- 1 unit of United States History

- 1/2 unit of American Government

- 1/2 unit to be selected by the individual student

1 unit of physical education

7 additional units of electives to be chosen by the student

A unit was awarded to students upon satisfactory completion of one year's study, (180 days at 50 minutes per day with no more than 30 absences being allowed per unit).

One-half unit was awarded in one-half year courses which met either every other day for a total of 90 days or 90 consecutive days. In both of these cases the daily meeting time must include 50 minutes.

The reader may wish to refer to Appendix E to determine actual course requirements in a given area.

In all cases students in this program were required to fulfill the regular high school diploma requirements.

## CHAPTER II

### SOME PERTINENT LITERATURE

The problem of the "disadvantaged student" is not a new one. Many factors have contributed to the problems commonly associated with the disadvantaged segment of students presently enrolled in public education. These students have, in most instances, had many unsuccessful encounters in the educational process.

The writer elected to present the material in this section in four parts. The initial presentation reviews literature pertaining to the "disadvantaged student" in general. For the sake of clarity, it was presented in keeping with the "disadvantaged student" as defined in the Florence, South Carolina Special Vocational Education Project. This definition consists of the: (1) socially deprived, (2) economically deprived, (3) culturally deprived, and (4) academically deprived student. The following quotation serves as an excellent introduction to the literature dealing with "disadvantaged students".

Thus, the disadvantaged child is the victim of an environment which is hostile from his birth. Since he is unwanted at home, he takes to the streets. He is forced by the law to enter a school which neither accepts nor understands his behavior. At school he is forced to fit a mold which does not fit him and which he does not need to prepare him for the life which he envisions for himself. He is surrounded on all sides by authorities which he does not accept, and he is

then castigated and further rejected by the society which has imposed these authorities, for failing to appreciate what it has done for him.<sup>1</sup>

After reading this quotation, the reader may wish to refer to Appendix B which consists of the series of case studies upon which the program in Florence was based.

These case studies should be valuable in gaining insights into the students' background as well as the problems the program attempts to solve. Previous to the introduction of "Special Vocational Education" the vast majority of these students needs were not being met.

Socially Deprived Students. An interesting point is made when speaking of schools and what they say to the "disadvantaged student". "We don't like you and your families---we suspect you don't have a decent family."<sup>2</sup> According to Grambs, this statement is indicative of the situation faced by "disadvantaged students" in most areas. Students are told by society itself, either verbally or non-verbally, that their background is not only improper, but unacceptable.

Children of poor families of low social status all too often find themselves rejected by the adult world into which they are born. Frequently, the economic circumstances of their parents make them unwanted at birth. In some cases, the fathers desert their families because they are not able to support them adequately or are unwilling to accept responsibility; in other cases, the fathers remain as nominal heads

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<sup>1</sup>Allan C. Ornstein and Stanley S. Rosenfeld, "Environmental and Other Factors Which Mitigate Against Disadvantaged Youngsters in School", Reading in Curriculum, Second Edition, Glen Hass, Kimball Wiles, and Joseph Bondi, Editors. (Boston: Allyn and Bacon, Inc., 1970) p. 103.

<sup>2</sup>Jean D. Grambs, "The Culturally Deprived Child", Education Digest XXX, (January, 1965) p. 3.

of the household but vent their frustrations in what seem to their youngsters to be harsh or unjust actions. Mothers cannot always give their children the care and affection they desire and need because the burden of merely holding the family together drains their emotions... School systems have rejected them by failing to plan curriculums and to provide materials which meet their needs and capacities.<sup>3</sup>

Ingram indicated that the curriculum in a given school should provide the actual situations that tend to challenge youth to clarify their views regarding adult life and the responsibility of the curriculum to develop social attitudes and good work habits.<sup>4</sup>

Loretan, making reference to the disadvantaged youth, points out that they lack development of self-concepts, social skills and middle-class language skills. He lives only for the present and has fewer and different interests than what is normally referred to as the youth from a "middle-class environment".<sup>5</sup>

Bruno summarizes some of the adverse conditions which many disadvantaged youth must face everyday of their lives, especially those living in an urban city. A slum environment lacking in variety and stimulation for healthy lives and crowded home conditions fail to permit privacy and personal development. Discrimination and segregation result in feelings of hostility and humiliation which impairs

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<sup>3</sup>Barbara H. Kemp, The Youth We Haven't Served: A Challenge to Vocational Education. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1966, p. 3.

<sup>4</sup>Christine P. Ingram, Education of the Slow-Learning Child, (New York: The Ronald Press Company, 1960), *passim*.

<sup>5</sup>Joseph O. Loretan and Shelley Umans, Teaching the Disadvantaged, (New York: Teachers College Press, 1966), p. 4.

self-development. A lack of success experiences conditions them to accept failure. It also demoralizes them to the extent of creating adverse self-images. They have had little experience with successful adults.

The parents of disadvantaged students do not have time or the knowledge required to teach their children values or aid them in acquiring information and wholesome experiences. Many of them also suffer from a lack of sufficient funds for educational materials, as well as for proper dress necessary for school and social needs. In many instances, there are not enough youth clubs and organizations to which they may belong. Finally, an education that seems unrelated to their world and fails to meet their needs for occupational training sends these students home from school as dropouts. In addition to these problems, disadvantaged youth must still face and cope with the usual problems of teenagers.<sup>6</sup>

According to Schreiber, dropout parents breed dropout sons. He quotes the Maryland study where he states that 80 per cent of the fathers and 90 per cent of the mothers of dropouts never completed high school and that 30 per cent of the fathers and 25 per cent of the mothers had not progressed beyond the sixth grade.<sup>7</sup>

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<sup>6</sup>Hal Bruno, "Chicago's Hill Billy Ghetto". Reporter, (June 4, 1964) pp. 28-31.

<sup>7</sup>Daniel Schreiber, "The Dropout and the Delinquent", Phi Delta Kappa, Vol. XLIV. Number 5. (February, 1963) p. 217.

He also states that in two other studies, one in Louisiana and the other in New York State, it was discovered that two-thirds of the dropouts' parents were negative or indifferent towards education. The parents indicated that the lack of a high school education would be no serious obstacle for their children. He also found that, the rate of dropouts among Negro, Spanish-American, and American Indian youths is three and sometimes four times higher than it is among White American youth.<sup>8</sup> Schreiber indicated this best by stating the following:

I will simply quote from the Rochester study, which was conducted by the New York State Division for Youth: "One-third of the dropouts came from families with histories of public and private assistance, more than 40 per cent from families where there had been involvement with crime and delinquency, over half from families with histories of either welfare or crime and delinquency..." These studies only add further confirmation, as if it were necessary, to what has been well-known for some time. The rate of delinquency among dropout youth, as the Seattle study shows, is at least ten times higher than among the large majority of youth who quietly stay in school and graduate. The Rochester study only tells us once again that both dropout and delinquency occur most frequently among the populations which comprise the lower, and lowest, echelons of our society. On the other hand, what I think cannot be over-emphasized, and what is too often overlooked, is the proportion of the dropout population that is not delinquent, that poses no criminal threat whatever to the community.<sup>9</sup>

Elsewhere in his study Schreiber states that the delinquent youth and the dropout have something in common. They are both alienated from the mainstream of society. And of course, the delinquent youth is not only a threat to himself but to the community at large. The

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<sup>8</sup> Ibid. p. 217.

<sup>9</sup> Ibid. p. 215.

youth who drops out of school is not only abdicating a social responsibility, but is also committing a kind of suicide.<sup>10</sup>

Schreiber further states that there is no place in society for the dropout. He says this statement can be put another way: "The school dropout, given the irrevocable direction our society is taking, increasingly has no future."<sup>11</sup>

### Culturally Deprived Students.

For years we have given children in neighborhoods like this (Harlem) reading tests--geared to the experiences of the middle-class children--.. Now we are giving them achievement tests in various subject areas. They too remain middle-class-biased, but at least they're used to judge the child's achievement level rather than as an index of his native endowment of intelligence.<sup>12</sup>

This statement by Hentoff serves as an excellent introduction to this section in that he deals with the effects of middle-class culture on the disadvantaged segment of our populace. He particularly refers to standardized testing and its results.<sup>13</sup>

Johnson pointed out several items that must be modified, with respect to curriculum, to make education relevant to all types of students. First, in order for curriculum to be meaningful, effective, and appropriate it must reflect the characteristics of the group it intends to deal with. Next, the vocational, educational, and social progress of the individuals must be dealt with. The curriculum must

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<sup>10</sup>Ibid. p. 216.

<sup>11</sup>Ibid. p. 217.

<sup>12</sup>Nat Hentoff, Our Children are Dying, (New York: Viking Press, 1966), p. 45.

<sup>13</sup>Ibid. p. 45.



reflect the environment of the individual so that it is possible for him to learn to live, as successfully as possible, within that environment.<sup>14</sup>

It is stated that the school culture is essentially female, which is in direct opposition to the masculine values of the underprivileged boy. Conformity, dependence, nonaggression, and neatness are not consistent with the male stress on vigor and independence. The trend toward more male teachers is most important when dealing with "disadvantaged students".<sup>15</sup> This statement is made by Reissman as an example of one of the many contributing factors usually overlooked when dealing with the disadvantaged segment of students.

Daniel Schreiber, Director of the National Educational Association School Dropout Projects, states that:

Populations which for centuries have been content to remain "down on the farm"--and I have in mind the Southern rural Negro, the Appalachian Mountain White, the Spanish-American--are being lured in daily thousands by the promises of the great industrial American cities. It is not a matter of these promises being false or illusory. These new migrants are often extremely poor; they have little or no educational background; in many instances they have cultural orientations and deficiencies incompatible with the patterns and styles of the great cities. Not only are the jobs for which most of these migrants completely disappearing; many of the workers, because of the poverty of their backgrounds, stand little chance even of being trained for the new jobs being created. What is there for them but to exist on welfare handouts?<sup>16</sup>

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<sup>14</sup>Orville G. Johnson, Education for the Slow Learner, (Englewood Cliffs: Prentice-Hall, Inc., 1963), passim.

<sup>15</sup>Frank Reissman, The Culturally Deprived Child, (New York: Harper and Row Publishers, Inc., 1962), passim.

<sup>16</sup>Daniel Schreiber, "The Dropout and the Delinquent", Phi Delta Kappa, Vol. XLIV. Number 5. (February, 1963) p. 216.

Schreiber lists several items which he feels are important in a curriculum for disadvantaged students and were included in the New York City's Higher Horizons Program. This program began in 1957 as a demonstration program in a low socio-economic neighborhood. As stated in his article, 45,000 people participate in this program and its accuracy has been well-substantiated. The first item he listed was that each school has at least one full-time guidance counselor. Next he points to an extensive program in cultural enrichment which exposes these often incredibly impoverished individuals to many aspects of the world to which they belong. This is done through trips to theaters, concerts, museums, libraries. Experiences that are "taken for granted in the instance of the average middle-class child--which they might otherwise never come to know." A significant concluding point made by Schreiber was that the child must be given an aspirational uplift. This uplift must be sustained and encouraged by his total environment: great attention was placed on involving the parents through guidance programs, newsletters, and workshops.<sup>17</sup>

Finally, I would like to mention briefly a couple of other projects--one a new experiment and the other a continuing action program. The test run in twelve Detroit Schools of the primers which deal not with White middle-class suburban life but with Negro personages and with aspects of the children's own environment is bound to prove successful.<sup>18</sup>

Economically Deprived Students. Alan L. Hanline, the supervisor of Instructional Development at Clearfield Job Corps Center at

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<sup>17</sup>Ibid. p. 220.

<sup>18</sup>Ibid. p. 221.

Clearfield, Utah, pointed out the advantages of job training and placement for disadvantaged youth. He stated that "I suppose you would have no second thoughts about teaching a nineteen-year-old youth who had simply dropped out of school in the ninth grade because he had to help support his brothers and sisters". The reason for this statement was to show that prior school or behavior records and standardized tests do not predict the success or failure of students. He also states that the difference is the desire to achieve.<sup>19</sup>

In an attempt to deal with disadvantaged youths, and their problems, Cochran addressed himself to the following questions: "1. What problems are associated with the disadvantaged youth? 2. What are the special needs of the disadvantaged youth? 3. What demonstration programs have been established?" He included such topics as: general problems of the disadvantaged, the role of the teacher, and dropout prevention. In this article he showed the advantage of working with these students through industrial and vocational education as well as providing work study programs.<sup>20</sup>

In spite of our mounting prosperity, the number of families which make up the world of poverty is declining very slowly. Between 1947 to 1956, when incomes were growing rapidly and unemployment was low, the number of poor families in our Nation declined from 32 percent to 23 percent. During the period from 1957 through 1962, when growth was slower and unemployment was substantially

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<sup>19</sup>Alan L. Hanline, "Training the Disadvantaged for Jobs", Educational Technology, (February, 1969) pp. 3-7.

<sup>20</sup>Leslie H. Cochran, Associate Professor, Central Michigan University, "Industrial Education and the Disadvantaged", American Vocational Journal, (December, 1969) pp. 61-63.

higher, the number of families living in poverty fell less rapidly to 20 percent of all families. (The standard of poverty used in this report is an annual income of \$3,000 or less for a family of four.<sup>21</sup>

In reference to the preceding quotation the following editorial comment was made.

There is evidence that in a large proportion of these families poverty is being transmitted from one generation to the next. Those born into it may never find their way out unless society breaks the cycle by providing education and employment and by adopting a more enlightened attitude in human relationships.<sup>22</sup>

According to Greene, the potential dropout needs a special type of curriculum. They want and need a program which takes into consideration their individual needs, as well as the needs of society: "One which does not insist upon conformity, but makes provision for each individual's unique development." He states that, "a curriculum which allows probing, questioning, and an opportunity to experiment with actual problems and develops interests" is necessary.<sup>23</sup>

#### Academically Deprived Students.

The children of the socioeconomically handicapped have so far not been given the vocational education opportunities they need. The public funds available for vocational education in the past were insufficient to allow the attention required for their specific problems, and in too many instances we have not known these young people nor understood

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<sup>21</sup>Barbara H. Kemp, The Youth We Haven't Served: A Challenge to Vocational Education. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1966, p. 1.

<sup>22</sup>ibid. p. 1

<sup>23</sup>Bert I. Greene, Preventing School Drop Outs, (Englewood Cliffs: Prentice-Hall Inc., 1966) pp. 94-96.

their special needs. Our education programs were not planned with them in mind. The result has been that children, families, and generations of the disadvantaged have been unable to benefit from the education offered.<sup>24</sup>

Schreiber says that people are never born school dropouts. And that in every instance, "the school as a major instrument of society, has failed the child just as much as the child has failed in school." He says the greatest sin regarding the dropout problem is its "waste and destruction of human potential." The author says the great challenge for American schools is to make available the opportunity for meaningful and genuine success.<sup>25</sup>

Schreiber again refers to the Higher Horizons Program of New York City, and to its accomplishments when he stated:

Let me record some of the accomplishments of the original demonstration guidance project students. In various studies, they showed an average individual gain of thirteen I.Q. points in three years. The average gain for the boys was seventeen points; for the girls, eleven points. The boys, incidentally, had lower scores than the girls on the first test. Let me quote from a study of eighty-one pupils who had taken both tests: "Sixty-six showed an increase; twelve showed a drop; and three remained the same..." This ratio of increase to decrease of five to one remained constant in all of the studies made. Twenty-one students, or more than one-fourth of the group, showed gains of more than twenty-one points; thirteen between twenty-one and thirty points; six between thirty-one and fifty; and two between fifty-one and sixty points. In 1957, 26 per cent of the students had scored in the I.Q. Category of 110 and above. In 1960, 58 per cent

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<sup>24</sup>Walter M. Arnold: Assistant Commissioner for Vocational and Technical Education, The Youth We Haven't Served: A Challenge to Vocational Education. (Forward.) Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1966, p. III.

<sup>25</sup>Daniel Schreiber, "The Dropout and the Delinquent", Phi Delta Kappa, Vol. XLIV. Number 5. (February, 1963) p. 219.

scored 110 and above. What is particularly interesting is the increase in I.Q. in view of previous findings that boys and girls from this background usually show a decrease in I.Q. as they grow older.<sup>26</sup>

Schreiber indicated that the unemployment predicament will continue to affect the dropout to a severe degree. He emphasizes that the unemployed have remained unemployed because "the kinds of jobs their training--or lack of it--fits them for are disappearing from the labor market."<sup>27</sup>

Herr, states that educational options which had been open to the dropout have not been relative enough to his needs to justify his persistence in them. He further states that "the vocational teacher can't do the job alone, but he can supply many pieces of the guidance process in the classroom and in his own behavior and attitudes." This statement points to the advantage of an educational program specializing in meeting these students' needs both academically and vocationally. Herr specifically points to the holding power of an integrated vocational program for these students.<sup>28</sup>

There are at least four ways in which the schools can work to alleviate this situation. First, identify potential dropouts and counsel them (working with their parents, if possible) so that they understand what it will mean to their future if they leave school before they receive a high school

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<sup>26</sup>Ibid. p. 220

<sup>27</sup>Ibid. p. 216.

<sup>28</sup>Edwin L. Herr, "Uniquely Qualified to Divert the Dropout", American Vocational Journal. (December, 1968) pp. 13-14.

diploma and/or have some skill to offer a prospective employer. Second, provide special classes for such students, giving them the remedial help they need to acquire some basic occupational skills, and teach them the social skills required in applying for a job, and the attitude and conduct expected of employees on the job, including the ability to take orders and to get along with fellow workers. Third, develop some type of work-study program to help meet the financial needs of these students and so induce them to stay in school; this procedure has the added advantage of allowing them to get their experience in the world of work while they are still receiving teaching and counseling support from the school. Finally, the school can encourage dropouts to return, whether they have left school recently or are already adults. This would involve creating a climate of acceptance. Offering the courses needed, and making available any advice or counseling they might require or request.<sup>29</sup>

To state the matter precisely "no matter what type of curriculum is decided upon, disadvantaged students--these potential dropouts--require an adequate guidance program that can give the direction and hopefully an incentive to complete high school." They must be given courses that not only lead to academic success but to success in the world of work. Only when there is a modification of compulsory school attendance requirements and when a sensible system of vocational training is established, can hope be established for saving students from dropping out of school before graduation.<sup>30</sup>

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<sup>29</sup> Barbara H. Kemp, The Youth We Haven't Served: A Challenge to Vocational Education. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1966, p. 1.

<sup>30</sup> Lewis Anthony Dexter, The Tyranny of Schooling. (New York: Basic Books, Inc., 1964) pp. 164-171.

This is the same fate suffered by the students whose cases may be found in Appendix B. And such is the purpose behind "Special Vocational Education" in Florence, South Carolina.



### CHAPTER III

#### EVALUATING THE PROGRAM

Introduction. In most instances, students who fail to adjust to the regular school situation drop out. To counteract this, the Florence, South Carolina Public School District Number One, instituted a program titled "Special Vocational Education", which is an attempt to meet the needs of what have been termed "disadvantaged students". A copy of this program is included in Appendix A.

The program is completely funded by the State Vocational Education Department and is entirely separate and different from the Special Education Program with which Vocational Rehabilitation is associated in South Carolina. The major difference being that Special Vocational Education deals with students on the higher end of the I.Q. scale whereas Special Education does not.

A vital need was indicated for a program in Florence, South Carolina designed to meet the needs of what was termed "the disadvantaged students". The term applied to those students in Florence who were considered to be academically, socially, culturally, and economically disadvantaged. It should be noted that a student did not necessarily fit into any one clear-cut category. In most instances there was a combination of these factors which caused the unadjusted student.

The survey indicated that in nearly all cases these students left school before receiving high school diplomas. The need and desire for vocational training by this group of students was also discovered. When this group of students was placed in the regular high school academic program they tended not only to become bored and discouraged but to slow down the progress of the other students. In addition, the disadvantaged students frequently caused discipline problems.

A thorough survey was conducted over a three-year period from 1961 to 1964. It dealt with the case histories of the dropouts in Florence Public School District Number One with emphasis on why they left school. It was not the intention of the writer to attempt to analyze all the reasons pertaining to dropouts in Florence. The compilation of cases was limited to twenty for the sake of brevity. These cases which were originally presented to the Board of Education in Florence have been included in Appendix B. One can hardly read these studies and fail to see that a lack of economic ability within a family was a heavy contributor to the dropout problem.

This study had many implications regarding the conventional academic program, as well as the curriculum approaches used in the schools of Florence and in much of the nation. Although much had been done in the past, it was obvious that much remained to be done in order to increase the school's holding power over these students.

The general background information for "Special Vocational Education" was obtained from the operation of a similar program, as a Pilot Project by the Vocational Department which was run by

T. H. Gasper who served as instructor and project coordinator.

Information and help in launching the Pilot Program was provided by Mr. George O. Smith, State Supervisor of Vocational Guidance.

The program operates within the prescribed rules and regulations of the State Department of Education. It was approved and operates through the office of Ancillary Services, Chief Supervisor Mr. Sam Greer. Students enrolled are awarded units and grade points, on an academic standard, which are necessary for high school graduation and diploma awardment. Instruction in the academics, English, mathematics, social studies, and science is accomplished completely through programmed materials. A copy of the course of study is included in Appendix E.

The major requirements for student enrollment are that they be average or above in intelligence and be enrolled in one of the many vocational courses provided at Wilson High School or at Florence Area Vocational Center. The vocational courses provide job training for both the present and the future. Also vocational courses along with the proper academic instruction provided in the Learning Lab permit college enrollment.

Emphasis is placed on student employment after school hours and on weekends. The department head at each school serves as a job developer and assists students in the program in finding employment. Students are also encouraged to participate in extra-curricular activities such as: Varsity athletics, Drama Club, band and choral groups as well as district science and social studies fairs held by the schools, and intramural activities. This is done to aid the students in their

social adjustment to the normal school situation by developing team efforts, as well as helping them become more capable in dealing with society and its problems.

By grouping these students together, it was felt that the majority of them could be encouraged to remain in school. In this program students utilize a fully equipped Learning Lab supervised by two team teachers.

The Lab had programmed materials in all academic areas. It was designed so that through the use of programmed materials students could and were encouraged to progress at their own rate of speed. These materials were prepared by experts and include techniques which resulted in reading skill development with a high percentage of subject matter retention by the student. Programmed materials were being successfully used in District One by the Adult Education Department headed by Mr. Carl Medlin at the time it was decided to use them in the Learning Labs at Wilson High and at the Area Vocational Center. The students enrolled in Special Vocational Education spent one-half of the day in the Learning Lab and the rest of the day in vocational courses.

The method of determining enrollment was based on the principal's referral in accordance with the project guidelines in Appendix A. Half of the students met during the morning section and half of them met during the afternoon. Each section lasted for one half of the school day. The students were arbitrarily scheduled for their vocational training and then assigned to the Learning Lab the other half of the

day. The students were all team taught with the writer being responsible for all of the social studies courses and the other teacher's area of responsibility being the mathematics, science, and English. The areas listed in the preceding sentence were only to indicate the major areas of instruction for each teacher. However, neither teacher failed to offer and give assistance when it was needed by a student no matter what subject he was working on.

Instruments Used. The writer sought the answers to the following questions regarding the students enrolled in Special Vocational Education:

1. What is the percentage of seniors who remain in school until they receive high school diplomas?
2. What is the percentage of students who are not seniors who remain in school and continue to progress towards a high school diploma?
3. What is the level of the academic skills obtained by the students in the program? As measured by:
  - a. Pre-tests and post-tests in English and mathematics.
  - b. Pre-testing and post-testing with the Stanford Achievement Test.
4. What is the amount of social adjustment made by the students during the school year as measured by a Social Traits and Attitudes Survey Form in a pre- and post-rating by the panel of jurors?

The t-test was applied to the results of the Stanford Achievement Test and the subject matter tests to determine if the results were statistically significant. Chi-square was applied to the results

gained from the Social Traits and Attitudes Survey Forms to determine if the results were statistically significant.

Student Achievement. The remaining section of this chapter was devoted to answering the four preceding questions.

1. What is the percentage of seniors who remain in school until high school diploma requirements are met?

All of the seniors (100 percent), who were involved in the special program completed the school year 1970-71. Also, it may be noted that all of this group was successful in completing the regular high school diploma requirements as prescribed by the State Department of Education and Florence Public School District Number One. Table I shows the number of seniors involved in the special program.

2. What is the percentage of students, who were not seniors, who remain in school and continued to progress towards a high school diploma?

Of the twenty-eight students in this category 82.14 percent remained in school and continued to progress satisfactorily towards a high school diploma.

Only five students dropped out of school during the year. The reasons for their dropping out fell into two categories: one student's family moved to North Carolina during the school year; the other four students dropped out because their families needed them as wage earners. These four students transferred to the Adult Education Program available in Florence Public School District Number One.

TABLE I  
SENIORS COMPLETING PROGRAM

<u>Number of Enrolled Seniors</u>	<u>Number of Seniors Earning High School Diplomas</u>	<u>Percentage Completing High School Diploma Requirements</u>
32	32	100

TABLE II  
UNDERCLASSMEN COMPLETING PROGRAM

<u>Number of Underclassmen Enrolled</u>	<u>Number of Underclassmen Remaining at End of School Year</u>	<u>Percentage Completing the Year</u>
28	23	82.14

3. What is the level of the academic skills obtained by students in the program?

As measured by:

- a. Pre-tests and post-tests in English and mathematics
- b. Pre-testing and post-testing with the Stanford Achievement Test.

The writer elected to use two methods of evaluating the levels of academic growth. The first method was subject matter pre-tests and post-tests in the fields of English and mathematics. There were two reasons behind the writer's decision to use the scores of the students in these subject areas. The first reason was that when looking at the group of students involved, there was a greater number of students enrolled in these courses. Also tests designed to be used as pre-tests and post-tests by the publishers of the texts used in the Learning Lab were available in these subject areas.

The second reason was that the range of other subjects taken by students was prohibitive when one considered all the various courses in social studies and Natural Science offered in the Learning Lab in comparison with the limited number of students enrolled in each of these courses. Also, it should be noted that no pre-tests or post-tests have been designed or recommended by the publishers of the texts utilized in these areas of study.

Table III shows the pre-test and post-test scores as well as the amount of growth made in English by each senior.



TABLE III

ENGLISH PRE-TEST AND POST-TEST COMPARISONS  
BASED ON PERCENTAGE CORRECT

<u>Seniors</u>	<u>Pre-test</u>	<u>Post-test</u>	<u>Growth</u>
1	64	80	16
2	65	98	33
3	78	93	15
4	47	80	33
5	60	79	19
6	68	80	12
7	61	96	35
8	40	91	51
9	68	91	23
10	49	72	23
11	77	88	11
12	43	91	48
13	41	71	30
14	70	92	22
15	46	82	36
16	61	83	22
17	60	81	21
18	48	74	26
19	55	74	19
20	48	82	34
21	52	82	30
22	81	94	13
23	50	81	31
24	71	92	21
25	54	86	32
26	76	94	18
27	45	75	30
28	62	80	18
29	82	91	9
30	61	80	19
31	50	89	39
32	86	96	10

Table IV shows the same information in mathematics for each senior. Table V indicates the results when the scores earned by the seniors in English and mathematics were statistically analyzed through the use of a t-test. The amount of growth was significant to the .001 level in both subject areas for this group.

Tables VI and VII show the pre-test and post-test scores as well as the amount of growth made in English and mathematics by each underclassman.

When the scores of the underclassmen in English were converted statistically using the t-test they were found to be significant at the .01 level. Their scores in mathematics were found to be significant at the .001 level. The t-values of the underclassmen's scores are listed in Table V.

Table VIII lists the results of the Stanford Achievement Test as they applied to the seniors. They reached the .05 level of significance in the Reading test. In all other cases both the seniors and the underclassmen failed to score at the .05 level of significance or greater as shown in Tables VIII and IX.

To determine actual growth, as measured by the Stanford Achievement Test, a table of pre-test and post-test percentile rank means for both groups of students was prepared. Table X indicates the amount of increase or decrease in percentile rank means. It also indicates the total increase or decrease scored by both groups in each category.

4. What is the amount of social adjustment made by the students during the year, as measured by the Social Traits and Attitudes Survey Form in a pre- and post-rating by the panel of jurors.

TABLE IV

MATH PRE-TEST AND POST-TEST COMPARISONS  
BASED ON PERCENTAGE CORRECT

<u>Seniors</u>	<u>Pre-test</u>	<u>Post-test</u>	<u>Growth</u>
1	*	*	
2	31	81	50
3	*	*	
4	34	80	46
5	36	79	43
6	*	*	
7	57	93	36
8	*	*	
9	*	*	
10	*	*	
11	*	*	
12	*	*	
13	48	70	22
14	68	94	26
15	*	*	
16	*	*	
17	*	*	
18	*	*	
19	55	86	31
20	*	*	
21	*	*	
22	*	*	
23	66	91	25
24	53	86	33
25	67	78	11
26	60	84	24
27	*	*	
28	*	*	
29	77	94	17
30	38	70	32
31	64	89	25
32	*	*	

\*Indicates that the student did not need to take this subject for graduation requirements.

TABLE V

## SUBJECT MATTER TESTING RESULTS

Area of Examination	T-value	Degrees of Freedom*	Significance
<u>SENIORS</u>			
English	4.305	31**	.001
Mathematics	10.002	13	.001
<u>UNDERCLASSMEN</u>			
English	3.721	22	.01
Mathematics	5.6136	19	.001

The paired T-test was utilized with:  $s_d^2 = \frac{\sum (X_{1j} - X_{2j})^2 - \left[ \sum (X_{1j} - X_{2j}) \right]^2 / N}{N (N - 1)}$ ,

$$t = \frac{\bar{d}}{s_d} \quad \text{and } df = (N - 1)$$

\*George A. Ferguson, Statistical Analysis in Psychology and Education, New York: McGraw-Hill Book Co., Inc., 1959, p. 308.

\*\*Computed at 30 df.

TABLE VI  
ENGLISH PRE-TEST AND POST-TEST COMPARISONS  
BASED ON PERCENTAGE CORRECT

<u>Underclassmen</u>	<u>Pre-test</u>	<u>Post-test</u>	<u>Growth</u>
1	52	90	38
2	50	74	24
3	63	80	17
4	68	*	
5	74	92	18
6	58	73	15
7	50	85	35
8	52	90	38
9	70	88	18
10	60	80	20
11	64	85	21
12	61	84	23
13	59	78	19
14	60	82	22
15	52	78	26
16	60	91	31
17	50	76	26
18	66	83	17
19	44	*	
20	42	*	
21	65	*	
22	40	78	38
23	61	**	
24	44	85	41
25	68	90	22
26	58	81	23
27	46	75	29
28	41	78	37

\*Dropped out of school to work. Enrolled in the Adult Learning Lab.

\*\*Family moved to North Carolina during school year.

TABLE VII  
MATH PRE-TEST AND POST-TEST COMPARISONS  
BASED ON PERCENTAGE CORRECT

<u>Underclassmen</u>	<u>Pre-test</u>	<u>Post-test</u>	<u>Growth</u>
1	56	83	27
2	42	92	50
3	*	*	
4	15	**	
5	40	90	50
6	17	74	57
7	58	85	27
8	70	80	10
9	49	81	32
10	71	83	12
11	76	87	11
12	65	84	19
13	35	71	36
14	59	82	23
15	54	80	26
16	68	93	25
17	66	76	10
18	*	*	
19	**	**	
20	64**	76**	12
21	46**	79**	33
22	35	71	36
23	29	***	
24	*	*	
25	60	87	27
26	51	81	30
27	*	*	
28	*	*	

\*These students had previously fulfilled their math requirements.

\*\*Dropped out of school to work. Enrolled in the Adult Learning Lab.

\*\*\*Family moved to North Carolina during the school year.

TABLE VIII

## STANFORD ACHIEVEMENT TESTING RESULTS - SENIORS

<u>Area of Examination</u>	<u>T-score</u>	<u>Degrees of Freedom</u>	<u>Significant</u>
English	1.556	14	No
Numerical Competence	1.762	12	No
Mathematics	1.986	12	No
Reading	2.368	15	.05
Science	1.533	13	No
Social Studies	1.365	14	No
Spelling	1.058	14	No

Results determined by: Pre-test: High School Battery Form W  
 Post-test: High School Battery Form X

The paired T-test was utilized with:  $s_d^2 = \frac{\sum (X_{1j} - X_{2j})^2 - \frac{[\sum (X_{1j} - X_{2j})]^2}{N}}{N - 1}$

$$t = \frac{d}{s_d} \quad \text{and} \quad df = (N - 1)$$

TABLE IX  
STANFORD ACHIEVEMENT TESTING RESULTS - UNDERCLASSMEN

<u>Area of Examination</u>	<u>T-score</u>	<u>Degrees of Freedom</u>	<u>Significant</u>
English	0.000	7	No
Numerical Competence	1.506	6	No
Mathematics	1.208	6	No
Reading	1.109	4	No
Science	-0.455	5	No
Social Studies	0.818	6	No
Spelling	0.338	6	No

Results determined by: Pre-test: High School Battery Form W  
Post-test: High School Battery Form X

The paired T-test was utilized with:  $s_d^2 = \frac{\sum (x_{1j} - x_{2j})^2 - [\sum (x_{1j} - x_{2j})]^2 / N}{N (N - 1)}$

and  $t = \frac{d}{s_d}$  and  $df = (N - 1)$



TABLE X

COMPARISON: PRE-TEST, POST-TEST PERCENTILE RANK MEANS

		<u>11</u>	<u>12</u>	<u>Totals</u>
English	Pre	7.37	4.07	5.21
	Post	7.37	9.27	8.61
	Growth	0.00	5.20	3.40
Numerical Competence	Pre	7.14	7.69	7.50
	Post	3.14	10.31	7.80
	Growth	-4.00	2.62	.30
Math	Pre	14.86	8.61	10.80
	Post	9.29	16.15	13.75
	Growth	-4.57	7.54	2.95
Reading	Pre	3.00	2.37	2.54
	Post	2.17	7.69	6.18
	Growth	-.83	5.32	3.64
Science	Pre	5.17	7.57	6.85
	Post	5.00	3.64	4.05
	Growth	-.17	-3.93	-2.80
Social Studies	Pre	5.44	3.73	4.77
	Post	4.28	9.33	7.73
	Growth	-1.16	5.60	2.96
Spelling	Pre	6.71	7.20	7.04
	Post	7.86	9.13	8.73
	Growth	1.15	1.93	1.69

Pre-test: Stanford Achievement Test  
High School Battery Form W

Post-test: Stanford Achievement Test  
High School Battery Form X

The writer elected two methods of showing the amount of social adjustment made by the students involved in the special program.

One method consisted of comparing the means in each of the eleven categories. This was shown in Table XI, which was a comparison of the pre-rating and the post-rating with the third column indicating the mean growth made by the students in social adjustment during the year, as rated by the panel of jurors.

The other method was that of using Chi-square to determine the level of significance for the growth attained by the students during the school year. The contingency table was utilized to determine Chi-square. Table XII shows the results of Chi-square when it was applied to the group pre- and post-scores in each category.

TABLE XI

MEANS SCORED ON THE SOCIAL TRAIT RATING  
OF STUDENTS BY THE PANEL OF JURORS

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	<u>Pre</u>	<u>Post</u>	<u>Growth</u>
I. Industry	2.143	3.293	1.150
II. Thoroughness	2.053	3.043	0.990
III. Initiative	2.126	3.261	1.090
IV. Reliability	2.003	3.341	1.338
V. Cooperation	2.233	3.472	1.239
VI. Emotional Control	2.233	3.429	1.196
VII. Leadership	2.050	3.265	1.215
VIII. Intellectual Capacity	2.186	3.228	1.032
IX. Scholastic Achievement	2.063	3.191	1.128
X. Prospect as College Student	1.863	2.832	0.969
XI. Prospect as Employee	2.100	3.781	1.681

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TABLE XII  
SOCIAL TRAIT RATING RESULTS  
SENIORS AND UNDERCLASSMEN COMBINED

Areas of Rating	Chi-square ( $\chi^2$ )
I. Industry	159.5831*
II. Thoroughness	154.4662*
III. Initiative	165.6903*
IV. Reliability	175.6561*
V. Cooperation	183.5760*
VI. Emotional Control	146.9365*
VII. Leadership	162.4308*
VIII. Intellectual Capacity	140.9676*
IX. Scholastic Achievement	158.7409*
X. Prospect as College Student	153.3282*
XI. Prospect as Employee	238.1404*

\*  $\chi^2$  @ 4 df = 18.46. All Chi-square values marked by an asterisk are significant at the .001 level of significance.

Scores were derived by using Chi-square with the contingency table.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to evaluate the Special Vocational Education Program in Florence, South Carolina Public School District Number One. This program was designed to reduce the dropout rate among disadvantaged high school students. In doing so it was necessary to determine whether the program was successfully meeting the needs of the students enrolled in it.

The available literature stressed the need for programs designed to meet the needs of disadvantaged students. Various authors stressed not only the gross lack of such programs across the nation but also the importance of academic and vocational-oriented programs to make disadvantaged students' education more relevant. No programs were discussed in regards to their actual organization or materials being implemented in a situation similar to the one existing in Florence, South Carolina.

A special program was instituted due to the high dropout rate among disadvantaged students in Florence Public School District Number One. It was felt that by identifying these "potential dropouts" and then providing a program for them, the dropout rate among this group could be reduced.

In evaluating the Special Vocational Education Program the writer elected to determine the students' growth in three basic categories. These categories were: (1) the academic growth that took place during the school year, (2) the degree of social adjustment made by the students during the school year, and (3) the number of students who remained in the program during the school year. In the academic category, a t-test was applied to the scores of the students on the pre-tests and post-tests to determine if their growth was statistically significant. Chi-square was applied to the growth in social adjustment made by the students during the year to determine if it was statistically significant. The number of seniors and underclassmen who remained in the program were expressed as percent of retention figures.

### Conclusions

The following conclusions were reached on the basis of the research completed for this study.


1. Without a special program designed to meet their needs a large number of disadvantaged students terminate their education prior to receiving occupational skills and/or a high school education.

2. The existing program needed an evaluation to determine its overall effectiveness so that changes could be made which would lead to its improvement. Special Vocational Education is the last opportunity available, in the public school system in Florence, South Carolina, to this group of students. Anything that can be done to aid

this group of students prior to their entrance into the world of work and adult responsibilities should be taken into consideration.

3. The program is successfully accomplishing its original objective of reducing the dropout rate among disadvantaged students in Florence, South Carolina. The holding power of the program is greater with the seniors than the underclassmen due to the time involved in obtaining a high school diploma. (South Carolina regulations indicate that in no case may a student receive credit for more than six (6) units of credit per school year.)

4. The statements by the members of the panel of jurors in Appendix D indicate the need for such a program and the value of it at Wilson High School.

5. Social adjustment is apparently one of the strong points of the program. This is evident in the change in social attitudes and traits made by the students during the school year. This change was statistically significant at the .001 level of confidence when Chi-square was applied. 

6. The subject matter pre-tests and post-tests indicate the students' ability to learn through the programmed materials used in the Learning Lab. The scores in English and mathematics were statistically significant when the t-test was applied. The seniors' scores were significant at the .001 level of confidence on both of these subjects.

The underclassmen's scores were significant at the .001 level of confidence in mathematics and at .01 level of confidence in English.

7. The Stanford Achievement Test may not have been an accurate measure of the skills and abilities the students had prior to their entry or at the conclusion of the school year. This test seems to largely measure the students' reading speed and ability. The seniors' scores were significant at the .05 level of confidence on the reading section of the Stanford Achievement Test when the t-test was applied. In all other cases the scores of the seniors as well as the underclassmen failed to reach this level of significance. The low scores shown by the pre-test and post-test percentile rank means listed in Table IX are a further indication that this test was apparently not a valid measure for these students. An additional point regarding the Stanford Achievement Test is that it was contrary to the method of instruction that the students had become accustomed to in the Learning Lab. This is evidenced by the fact that programmed material emphasizes self-pacing and correctness rather than speed.

In addition, through a careful study of the available literature and the writer's three years of teaching experience with the Special Vocational Education program, the following observations are presented:

1. There tends to be a high concentration of disadvantaged students coming from backgrounds other than middle-class White. Their problems are vast. They include being disadvantaged: socially, culturally, academically, or any combination of these categories.

2. These disadvantaged students must be identified so an attempt can be made to meet their needs prior to their leaving school. It is essential that the curriculum they are exposed to does not insist on conformity to group norms and allows for individual differences.



3. Disadvantaged students need positive educational experiences in order to bring about successful adjustment to the everyday school situation. There must be an atmosphere of acceptance in the classroom and school in general to insure proper adjustment and attendance by this group of students.

4. There is a need for a large amount of social work to be done with this group of students and their families. This work should be done both prior to and during their enrollment in any educational program.

5. Remedial help must be made available to this group of students so they can improve their basic skills and develop new ones.

6. The need for vocational education by this group of students cannot be overemphasized. To meet this need Special Vocational Education provides occupational training through their vocational courses. The vocational courses give the students an opportunity to develop marketable skills which, upon successful completion, are an avenue away from economic deprivation.

7. The On-The-Job training provision of the Special Vocational Education program is quite valuable to the students whose needs and interests are not met by the vocational courses offered in Florence Public School District Number One.

8. The work-study and part-time job placement aspects of the special program are quite significant in helping to meet the immediate financial needs of the students. These aspects also tend to aid the students in developing a desire to break the continuing "welfare cycle" they see in their midst.

9. The male teacher concept is a healthy one for disadvantaged students who have previously been exposed to a majority of female teachers.

10. The success of the program is to a degree determined by the effectiveness of the teachers involved in it and their ability to relate to disadvantaged youths. This is evidenced by the fact that disadvantaged students require extensive and innovative motivational approaches.

11. Activities outside the classroom are quite beneficial and tend not only to provide an outlet for energy and to break classroom monotony but also provide an avenue for greater social adjustment by the students.

12. A provision for the student's integration into the normal school situation, to prevent loss of contact with it, is quite important. The disadvantaged student must also be encouraged to participate in inner-school activities to aid in preventing isolation.

13. Programmed material in itself is not a satisfactory instrument of instruction. Avenues must be provided for individualization by the instructors. Examples of some of the things done in Special Vocational Education are: unit contracting, small group discussions, outside reports, and a vast assortment of audio-visual materials.

14. The number of days of required attendance cannot be strictly adhered to in a program such as the one in Florence. The very nature of the program and its utilization of programmed materials makes this

impossible. (South Carolina law requires that students must attend at least 150 days of school each year in order to receive credit for the subjects in which they are enrolled).

15. Individually prescribed instruction would be an excellent alternate method of instruction which could prove to be beneficial to this group of students. This method could bring about even more significant results and lead to higher scores on standardized tests.

16. It is the responsibility of the educator, in developing a curriculum, to provide avenues of instruction which are acceptable to the disadvantaged students in his local school district. Academic, social, and occupational training should be provided for this group of students.

#### Recommendations

On the basis of this study and conclusions the following recommendations were made:

##### A. Disadvantaged Student Programs in General.

1. Each school district needs to develop a program designed to meet the needs of their particular group of disadvantaged students.
2. The individual school district should prepare case studies of its dropouts. This should be done to determine why they left school and to facilitate the development of a program that will meet the needs of students similar to those observed in the case studies listed in Appendix B.
3. The special program should:

- a. Allow for individual differences in the curriculum structure.
- b. Provide opportunities for remedial work in the areas that this type of student has previously experienced difficulty.
- c. Provide occupational training for these students either through vocational education or On-The-Job training.
- d. Make provisions for the hiring of personnel to do the social work which is necessary in a program of this type.
- e. Provide methods of academic instruction which are acceptable to this group of students. A type of instruction which may work well with these students is an individually prescribed instruction system.

#### B. Special Vocational Education.

1. A provision must be made for an exploratory course designed to expose the students to an introductory unit for each vocational course offered in Florence, South Carolina. This should be offered, preferably on the ninth grade level, and certainly no later than the tenth grade level.
2. The On-The-Job training aspect of the program should be emphasized to those students whose needs are not met by the present vocational course offerings in Florence.
3. The job-placement and work-study provisions must be continued and strengthened for all the students enrolled in Special Vocational Education.
4. An effort should be continually made to bring about social and attitude adjustment for the students enrolled in the program.

5. Male teachers should be provided where possible particularly as long as the students enrolled in the program are predominantly male.
6. The teachers in the special program should receive additional compensation for carrying out the extra duties required to teach and motivate this group of students under the present conditions.
7. Emphasis should be placed on activities inside and outside the classroom which will bring about social adjustment and aid in the development of appropriate civic attitudes.
8. Provisions of integrating the students in the special program into the regular or normal school program cannot be overlooked. This can be done by encouraging participation in such activities as: band, choral groups, various school clubs, and athletic competition, through participation in activities such as intramural events and inter-school games. Another valuable method of integrating these students would be assigning them to regular school homerooms.
9. The six unit per year limitation placed on these students should be removed. If the program is to be successful the students must be allowed to progress at their own rate of speed.
10. The one-hundred and fifty day required attendance rule must be removed from this group of students if any program is to be successful in meeting their individual needs.
11. A provision for small group instruction should be included in the program. Ideally this would involve using a small additional classroom.

12. The program should be expanded to meet the needs of all the disadvantaged students in Florence Public School District Number One. To avoid duplication of materials and staff this should be done at one location rather than setting up additional labs.
13. Efficiency and the quality of education could be vastly improved by doubling the maximum load of students enrolled in the lab at Wilson High School. The students in the program could then be served by four teachers, one certified in each subject area, instead of a total of two as the situation presently exists. (It is possible that three teachers could do the same job as four if one were certified in English, one in social studies, and one in both math and science since these are the two areas of least enrollment.)
14. The provision for a full-time guidance counselor should be included in the program. The guidance counselor could handle the guidance related activities and assist to a great degree with the social work involved in a program of this nature. This would free the teachers, in the lab, so they could spend more time working with students enrolled in their respective subject areas. (This would make the three teacher concept even more possible.)
15. A program chairman should be provided who would be free of teaching duties so that he could take care of the administrative functions and provide supervision to the teachers involved in

the program. He should also serve as a resource person, plan and provide inservice training and handle discipline problems.

16. At least one half-time teacher's aide should be provided per instructor to handle the clerical work, record-keeping and test-correcting involved in a program such as this.
17. Pass-fail grading should be adopted with the provision of students being allowed to carry incomplete grades into a new school year.
18. A system of individually prescribed instruction should be adopted. Such a system of instruction will individualize instruction even more. And it would come much closer to meeting the individual needs of this group of students.
19. In conclusion the writer suggests the following topics for further study:
  - a. The change in self-concept in this type of student after an attempt has been made to meet his needs.
  - b. The effect of totally individually prescribed instruction versus the present Special Vocational Education Program on the quality of education obtained by the students.

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## APPENDIXES

It should be noted that all of the Appendixes are photostatic copies of the original documents. The Appendixes were not altered by the author. They are included in this thesis as they were originally written.

APPENDIX A  
COPY OF PROGRAM

APPLICATION FOR VOCATIONAL PROGRAMS  
DISADVANTAGED AND HANDICAPPED  
1970-71

1. COUNTY Florence DISTRICT I

2. ADDRESS 109 West Pine Street

Florence, South Carolina ZIP 29501

3. DIRECTOR AND/OR CONTACT PERSON M. P. Nolan

4. ADDRESS Area Vocational Center - Rt. 3, Box 25

Florence, South Carolina ZIP 29501

5. PERSON AUTHORIZED TO RECEIVE GRANT (Superintendent) Henry L. Sneed, Jr.

I HEREBY CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS, TO THE BEST OF MY KNOWLEDGE, CORRECT AND THE SCHOOL DISTRICT NAMED ABOVE HAS AUTHORIZED ME AS ITS REPRESENTATIVE TO FILE THIS APPLICATION.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date Submitted

## BUDGET

(Check one)

New program  
x Continuing program

Program area (check one)

Agri x  
 D. E. x  
 T & I x  
 Health x

Pre-vocational

H. E. Gainful x  
 Office x

Type Program (check one)

Disadvantaged x  
 Handicapped       

A. Unit Location (School)	B. Number of Students in Program			C. Salaries to be Paid Teachers		D. Travel		E. *Materials and Equipment	
	A.M.	P.M.	Total	Federal and State	Local Supplement	Federal and State	Local Funds	Federal and State	Local Funds
Examples:									
a. Glendale Area Voc. Center	<u>15</u>	<u>20</u>	<u>35</u>	<u>\$6,000</u>	<u>\$ 850</u>	<u>\$ 100</u>	<u>\$ 100</u>	<u>\$472.50</u>	<u>\$ 200</u>
b. Glendale High	<u>15</u>	<u>20</u>	<u>35</u>	<u>\$6,000</u>	<u>\$ 850</u>	<u>\$ 100</u>	<u>\$ 100</u>	<u>\$507.50</u>	<u>\$ None</u>
1. Florence Area Voc. Center	<u>30</u>	<u>30</u>	<u>60</u>	<u>\$14325</u>	<u>\$1900</u>	<u>\$ 200</u>	<u>\$ 200</u>	<u>\$5,930.39</u>	<u>\$ None</u>
2. Wilson High School	<u>30</u>	<u>30</u>	<u>60</u>	<u>\$12171</u>	<u>\$1900</u>	<u>\$ 150</u>	<u>\$ 150</u>	<u>\$5,371.26</u>	<u>\$ None</u>
3. _____	_____	_____	_____	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
4. _____	_____	_____	_____	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
5. _____	_____	_____	_____	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
TOTALS				<u>\$26496</u>	<u>\$3600</u>	<u>\$ 350</u>	<u>\$ 350</u>	<u>\$11301.65</u>	<u>\$None</u>

Sub-Totals:

Grant Funds \$30,000.00  
 Local Funds \$ 4,150.00

FLORENCE PUBLIC SCHOOL DISTRICT #1  
SPECIAL VOCATIONAL EDUCATION  
AREA VOCATIONAL CENTER  
1970-1971

EQUIPMENT LIST

1 Student File		40.00
2 Control Readers	@305.00	610.00
1 Tape Recorder, Wollencack		176.00
1 DuKane Filmstrip Projector		232.50
8 Study Carrells	@100.00	800.00
1 Bell & Howell Language Master		250.00
1 Multi-Phone Panel		26.00
2 Sets Head Phones	@28.00	56.00
1 Inter-Connecting Cable		2.00
1 Dual Headphone Adapter		3.75
2 Projection Tables w/Elect. Connections	@35.95	71.90
1 Thermofax Copier		450.00
2 5" x 7" screen TV	@70.00	140.00
		<u>\$2,858.15</u>
	Tax	114.33
		<u>\$2,972.48</u>

PROGRAMMED MATERIALS  
ENGLISH, MATH, SCIENCE, SOCIAL STUDIES

\$2,957.91

Sources:

Behavioral Research Laboratories  
Encyclopedia Britannica Education Association  
Follett Educational Corporation  
Society for Visual Education, Inc.  
California Test Bureau  
Educational Aids, Inc.  
Language Master Supplies  
Supplementary Books  
Media Center, Clemson University

FLORENCE PUBLIC SCHOOL DISTRICT #1  
SPECIAL VOCATIONAL EDUCATION  
WILSON HIGH SCHOOL  
1970-1971

EQUIPMENT LIST

4 Wall Maps		\$ 100.00
1 Set World Books		137.50
24 Dictionaries	@5.00	120.00
Transparencies Supplies		50.00
1 Globe with stand		52.50
1 Student File		40.00
1 Microscope		170.00
2 Control Readers	@305.00	610.00
1 Cenco Record Player		79.95
1 Super 8mm Projector, Technicolor		161.50
1 DuKane Film Strip Projector		232.50
1 Bell & Howell Language Master		250.00
1 Multi-Phone Panel		26.00
2 Sets Head phones	@28.00	56.00
1 Inter-Connecting Cable		2.00
1 Dual Headphone Adapter		3.75
2 Projection Tables w/Elect. Connections	@35.95	71.90
2 5" x 7" screen TV	@70.00	140.00
		<u>\$2,306.60</u>
	Tax	92.26
		<u>\$2,398.86</u>

PROGRAMMED MATERIALS  
ENGLISH, MATH, SCIENCE, SOCIAL STUDIES

\$2,972.40

Sources:

Society for Visual Education, Inc.  
Encyclopedia Britannica Education Corporation  
Follette Publishing Company  
California Test Bureau  
Educational Aids, Inc.  
Language Master - Supplies  
Supplementary Books  
Supplementary Books  
Media Center, Clemson University



## III. OCCUPATIONAL OPPORTUNITY INFORMATION

1. Specific occupation(s) for which instruction is designed.  
Electronic technician, black and white draftsmen, Office workers,  
General Sales personnel, Auto mechanics, auto body repairman,  
homemakers assistant, electrician, electrical appliance serviceman,  
carpenter, brick layer, child care worker, cooks food service  
worker
2. To what degree are job opportunities in this (these) occupations(s) available in this area?  
The occupations listed in this application are listed on the  
Florence Comprehensive Manpower Plans of March, 1968. The demand  
for workers is far greater than the supply. This is substantiated  
by the Florence Office of the South Carolina Employment Commission.
3. Describe the types of students to be served.  
Students are both male and female who for many reasons are under  
achievers in school work. These students have been unable to  
adjust to a normal school situation. They have failed to relate  
school to preparation for meanful living. Some of the identifiable  
causes of these students being under achievers are socially  
disadvantaged, economically disadvantaged, unfavorable home environ-  
ment, physical and mental handicaps.

- |                           |                         |
|---------------------------|-------------------------|
| Agriculture               | Auto Body Repair        |
| Agricultural Mechanics    | Business Machine Repair |
| Air Cond./Refrigeration   | Carpentry               |
| Auto Mechanics            | Cosmetology             |
| 9. Distributive Education | 13. Home Economics      |
| 10. Drafting              | 14. Horticulture        |
| 11. Electricity           | 15. Masonry             |
| 12. Electronics           | 16. Office Occupations  |
|                           | 17. Practical Nursing   |

#### IV. OBJECTIVES

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Enumerate the specific objectives of the vocational program proposed.  
(Example: to train 10 licensed practical nurses)

1. To raise the academic level of all students enrolled at least one (1) grade level per school year.
2. To remove discrepancies between current attitudes and appetudes of students to make their marketable skills more acceptable.
3. To reduce the drop-out rate of disadvantaged pupils who are identified as potential drop-outs from the current level to 10% or less.

- V. Describe in detail the activities to be performed in reaching the objectives described in Item IV.

Students who have demonstrated unsatisfactory performance in the normal school situation will be referred by the school principal to the director of Vocational Education of Florence School District #1 for enrollment in this program. Each student will be interviewed and given appropriate tests by the Vocational Guidance Counselor to determine his problem and indicate possible solutions. A learning laboratory, equipped with complete programmed materials and special equipment and staffed with trained teachers will be provided at the Florence Area Vocational Center and Wilson Senior High School. Students will be tested by certified counselors before, during and at completion of the training to determine beginning level, progress being made, and final academic level. The academic materials in the learning laboratory will cover math, science, English and social studies from pre-high school level to completion of high school.

Students with special needs who find it impractical to return to the normal school program may remain in this learning situation until they have earned a state high school diploma or have taken the S. C. Equivalency examination and have been awarded a state high school certificate. These students will be awarded high school credit on the basis of tests administered by certified counselors. This would allow credit to be given to validate or to exempt courses. Time will not be a factor in determining progress in academic subjects. Students may earn school credits as fast as they are able to complete specific work requirements as outlined in the learning laboratory work materials. These students may earn school credits at an unrestricted rate. However the special needs students who meet high school standards of attendance etc. may be awarded credits by the teachers in the learning laboratory.

Students who are enrolled in this program for remedial work in one or more deficiency areas may return to the normal school program when the deficiencies are overcome. In no case will remedial work extend longer than one school year. Students doing remedial work will be required to meet all high school standards of attendance etc.

All students in this Special Vocational Education program will be enrolled in vocational courses. These students will be divided into three groups for vocational training. No student will be allowed to continue in the program if performance in vocational training is unsatisfactory. Group I will consist of those students who enroll in one of the vocational courses of the Florence Public Schools and meets the requirements for a Vocational Trade Certificate. Group II will consist of students who will be enrolled in vocational courses of the Florence Public Schools for less than the required time for completion but for a sufficient time to complete one or more units in various vocational courses. Upon the recommendation of the Vocational Director, the Vocational Counselor and the teachers who teach the vocational units, credit may be awarded. In no case may more than one (1) credit be earned per semester. Group III shall consist of students who receive on-the-job training. Credit will be awarded on the recommendation of the Vocational Director, Vocational Counselor and vocational teachers who teach related subjects to the training received. In no case may more than one (1) vocational credit be earned per semester by this group.

## VI. EVALUATION

Give a narrative description of how you propose to evaluate the program. Include specific procedures to be used in placement and follow-up of program graduates if applicable.

1. Students will be given pre-tests and post-tests to measure academic growth.
2. Attitude changes as revealed by an inventory taken at the beginning and ending of enrollment period will be determined.
3. The percentage of students who complete high school requirements will be determined.
4. The percentage of students who complete a vocational training program will be determined.
5. The percentage of students who are placed on full-time employment at completion of training will be determined.
6. Follow-up records to determine employment status at the end of each year for a period of two (2) years after completion of training will be maintained.
7. A comparison will be made of the drop-out rate of similar students prior to the establishment of the Spec. Voc. Ed. Program and those who are enrolled in this program.

## VII. PARTICIPATION OF STUDENTS IN NONPROFIT PRIVATE SCHOOLS

Students from nonprofit private schools whose educational needs are of the type which can be met by programs or projects described in this part going conducted by local educational agencies shall be permitted to participate to the extent that space and facilities permit, provided that the conditions for participation shall be established in a written agreement between the local educational agency and the nonprofit private institution. A copy of this agreement or contract shall be retained in the office of the local educational agency.

Please describe how the provisions pertaining to nonprofit private school students will be implemented.

APPENDIX B

COPY OF CASE STUDIES

WHOSE RESPONSIBILITY?

"EITHER WE HELP THE

YOUTH OR SUPPORT

THE ADULT"

Short Case Histories of

Twenty School Dropouts

in District One

Florence Public School District No. One

Florence, South Carolina

December 1964

To: The Board of Trustees, Florence School District No. One

This compilation of case studies was limited to twenty for the sake of brevity. The cases could be much more numerous. For three years now we have been making a thorough study of our dropouts and the reason behind them. All students were visited and all parents and pupils were interviewed before writing these cases. We believe this listing of cases point to basic reasons for our dropouts.

It is not the intention here to break down every case for the purpose of listing details or to analyze all the reasons pertaining to dropouts. For instance we have not said pointedly that inadequate reading ability is a cause but if we pursue the reason for failures it is evident that a large number of the dropouts have poor reading ability.

It is believed that one can hardly read these studies and fail to see that a lack of economic ability within a family is a heavy contributor to dropouts.

This study has many implications regarding the conventional academic program of our schools and the curriculum approaches we use. Much has been done to improve the school program for many of the youth but it is easy to notice that we have much room for improvement in order to increase the holding power of the school.

As we reflect on these cases one or a combination of the following reasons seem to partially answer the question, "Why do children drop out?"

1. Poor reading which leads in a large part to failures.
2. Lack of encouragement of parents.
3. Lack of adequate money to purchase even the nominal requirements of a high school student.
4. Too much emphasis by the school upon "standards" being the same for all students in a class regardless of varying abilities, interests, and cultural background.

I hope these cases will raise many questions in your minds as it has done in ours.

Henry L. Sneed, Jr.  
Superintendent



Case Number One

Female 18 years of age. Entered grade one elementary school September 1952. Eight years on elementary level, reassigned to grades one and six. Mental abilities test record shows below average ability. Achievement test record shows scholastic achievement record to be consistently one to two years below assigned grade level. Attendance record for elementary grades shows 153 days absent. After eight years on the elementary level her scholastic record showed her to be below grade level in reading and arithmetic.

Assigned to Junior High School September 1960. Placed in certificate course. Remained in Junior High School for three years. In grades 7 and 8 she failed English twice, mathematics twice, Natural Science twice and social science twice. In grade nine she failed English, Natural Science and Home Economics.

Junior High absentee record shows 97 days absent.

Assigned to Senior High School September 1963. In the tenth grade failed World History and Home Economics.

Absentee record shows 47 days absent during 1963-64 term.

She dropped out of school at the beginning of the term 1964-65.

She was married September 1964.

The record shows this girl of limited ability was in school twelve years and from grade seven through ten she failed 13 courses even though she was assigned to the certificate course.

The question we should ask is, what, if any value, was there for this person in twelve years of school experience which resulted only in continued failure in the tasks she was expected to accomplish?

Male 15 years of age. Entered grade one elementary school September 1956 and moved to Columbia in the middle of the year. Remained in Columbia until November 12, 1962 when he returned to Florence and enrolled in the 7th grade in Junior High School.

Attendance very poor, no test records.

The first year he was enrolled in Junior High School, he failed 7th grade English, mathematics, science and social science. He returned to Junior High in September 1963 and was scheduled to repeat the four subjects he had failed. After three weeks he dropped out of school and was out the rest of the year. He returned in September 1964 and was scheduled in 8th grade classes on the basis of age promotion. On November 11, 1964 he dropped out of school again.

A conference with the grandfather revealed that apparently the mother was not able to control the boy, neither was she able to provide what he believed he needed to stay in school.

He is out of school with no regular job, only able to pick up odd jobs now and then. The rest of the time he is on the streets with no supervision.

His father is deceased and his mother lives in a very poor environment with every evidence of extreme poverty.

The question is, do we have any responsibility for a boy like this?

Female 16 years of age. Entered grade 7 Poynor Junior High School December 1961 from a school in North Carolina. Her records from this school show no failures on 4th, 5th, 6th and 7th grade subjects during the time she attended this school. Her mental abilities test record shows her mental ability to be above average. Her achievement test record places her in the 25th percentile. Teacher evaluation or grades from this school shows her performance to be average and above.

Her first report after enrolling in the 7th grade at Poynor shows failure on all subjects. English E, Mathematics E, Science E, Social Science E. She dropped out of school May 1962.

September 1962 she enrolled and was scheduled in the same 7th grade subjects. Her first report card in 1962-63 shows complete failure again. English E, Mathematics E, Natural Science E, Social Science E. By the end of the second report period she had dropped out of school for the second time.

We have no records for 1963-64 and in a conference with her she stated that she was not in school that year.

In September 1964 she enrolled for the third time. This time because of her age she was scheduled in 8th grade classes.

Early in September she was given an achievement test. The results of this test shows her educational achievement to be 4.6 grade. It must be remembered that this test was administered after a long period of being out of school. Shortly after this test was administered she dropped out of school for the third time.

She is keeping house for her mother. Her father is deceased, having passed away after the family moved to Florence. Her mother works for Electro-Motive Company.

Economic necessity combined with continued failure make it just about impossible for her to remain in school. She hopes to be able to work for Electro-Motive and she has applied for a work permit.

During a brief conference when she was questioned about returning to School her answer was "What's the use?"

The question we should ask is, why was she successful in the school she attended in North Carolina and so unsuccessful in her school experience with us?

Male 16 years of age. Entered grade one elementary school. Seven years on elementary level, reassigned in grade four. Mental abilities test record shows below average mental ability. Achievement test record shows achievement to be one grade below assigned grade level in grade six. In grade seven achievement test shows achievement to be 5.0 for Educational grade level.

He entered Junior High School September 1962. At the end of the first semester he had been absent 37 days and had failed English, mathematic, natural science and social science. The 4th six weeks he was absent 22 days. Was sent to South Cacolina School for Boys in March 1963.

Reenrolled in Junior High School and by November 19, 1963 he had been absent 32 days. Went to live with an Aunt in Effingham Community. No record of any school attendance for the rest of the school term 1963-64. In September 1964 he reenrolled in Junior High School. Because of his age he was scheduled in 8th grade classes. The first six weeks he was absent only twice. He failed science and history. The second six weeks he was absent 19 days. He was dropped from the roll in December 4. Had not been in school since November 12.

A contact with the home disclosed that he is riding with his stepfather who is a truck driver for a local firm. His own father is deceased.

Question, what, if anything, could the School do to keep a boy like this in school?

Male 15 years of age. Entered grade one Harllee School. Seven years on elementary level. Reassigned to grade four.

Mental abilities test shows his mental ability to be below average, dull.

Achievement tests show his achievement to be two to three years below grade assignment.

He entered Poynor Junior High School September 1963. His seventh grade record shows failure on all subjects. English F, Mathematics F, Natural Science F, South Carolina History F, Civics F, Physical Education U. He did not report for the beginning of school in September 1964.

A visit to this boy's home revealed a condition of extreme poverty. The father is semi-disabled and in addition he is sometimes under the influence of alcohol. He has a part time job which pays \$2 a day when he works. The family is on relief but the amount of the relief check is \$11.50 a month. At the time of the visit the family had part of a small sack of dried beans and a little lard.

The mother is not competent to deal with the family problems. The reasons she gave for the fact that the boy was not in school were, (a) he did not have any clothes for school, (b) he did not have any money to buy the things he needed, (c) his teeth were so bad he did not want to go to school, (From her description he probably needs dentures.) (d) he did not want to take gym because he had been hit in the head and it hurt his head.

With the problem of very limited ability and an environment of deprivation and poverty what should the responsibility of the school be, to help this boy rise above his home environment?

Male 16 years of age. Entered grade one elementary school September 1955. Eight years on elementary level, reassigned to grades one and four.

Mental abilities tests show his mental ability to be below average. Achievement tests show his achievement to be on and above grade level. His performance record has been below average from the first grade. From grades one through six he was in three different schools in District One and two schools out of District One. In the eight years he was on the elementary level, he was present 868 days of a possible 1440 days or only 60% of the time. During these eight years he dropped out of school and reenrolled three different times. He did not report for school in September 1964.

His mother and father are divorced. His father married again and the children of his step-mother and his father (his father got the children after the divorce) resulted in a family of 14 children. Over crowding, inadequate income and family problems make it difficult for a boy of this type to see any advantage in staying in school.

At this time he is working in a Hamburger stand. This quotation from his autobiography written in the spring of 1963 when he was in the 6th grade is most revealing. "I worked at 7 day open air market, now I work at Turner's open air market. I work 7 days a week for \$13 a week with this I buy school clothes a bicycle to go back and forth to work. I buy my own grocery most of the time."

Question, what chance has this boy unless he gets help, and where should the help come from?

Male 16 years of age. Entered elementary school September 1954. Eight years on elementary level. Reassigned to grades one and four. Mental abilities test record shows below average ability. Achievement test record shows two to three years below grade assignment. Attendance record on elementary level shows 610 days absent. After eight years on elementary level his scholarship record shows him to be below grade level in reading and mathematics.

Assignment to Junior High School September 1963. Attendance continued very poor. After two years in Junior High his record shows eight failures. Assigned to grade nine in September. Dropped out of school November 1964.

Conference with mother in the home revealed a family of extreme economic disadvantage. Father partly disabled. Family for years has been on Welfare. Records of younger children in the family show the same pattern of poor school attendance and failure.

The excuse the mother gave for this boy's failure to stay in school was his bad teeth and lack of money. Neglect of his teeth has resulted in the loss of his teeth and he probably needs dentures. The mother also said there was no money for the clothes and other things he needed in Junior High School.

The question here is, how much difference could the school have made? So often it is a case of family rehabilitation. At the same time the kind of school experience this boy had could not have had much meaning for him.



Female 15 years of age. Entered grade two elementary school September 1956. Nine years in elementary school, part of the time a dropout and part of the time in another school. Reassigned to grade four and twice to grade six. Mental abilities test record shows ability to be below normal. Achievement test record shows scholastic achievement to be consistently two or more years below assigned grade level. Attendance record for elementary level shows 866 days absent. After nine years on elementary level her scholastic record shows her to be below assigned grade level in reading and mathematics.

Suspended for truancy twice while in elementary school. Sent to Girls Industrial School in Columbia for short period.

Entered Junior High School September 1964. Was absent half time for first report period. Dropped out October 1964.

Her record shows a long history of poor attendance, poverty and disinterest on part of her family. The mother contends there was no money to get what they needed.

With her very limited ability and very limited home advantages a regular classroom situation could have little meaning for a child of this type. She will probably marry very young, have children as handicapped as she is and the cycle will begin all over again unless modern society is willing to do more than is now the case for children handicapped by poverty and very limited ability.

Question, does the school or society have the moral right to "write off" a child like this?

Female 17 years of age. Entered grade one elementary school September 1954. Seven years on elementary level. Reassigned to first grade.

Mental abilities test record shows ability to be dull normal. Achievement test record shows scholastic achievement to be consistantly two years below assigned grade level. Elementary scholastic achievement record while in elementary school was very poor showing a total of 292 days absent. Record also shows that this child was given clothing, shoes and free lunch most of the time.

Home background one of poverty and deprivation. Father was ill and died in the hospital during the first four years of her school experience. The mother remarried two years later, but economic condition did not change.

She entered Junior High School September 1961. Scholastic and attendance record continued very poor. In three years in Junior High School record shows 225 days absent and two failures on English, two on mathematics, two on natural science and three on social science. In September she was assigned to ninth grade on basis of age. After one week she dropped out of school.

The step-father was out of work and the economic situation was very bad. Reason given for dropping out of school was "What's the use, I want to get a job."

The question is, what was the use in her case? The more important question is, what about the future for a person like this?

Female 15 years of age. Entered grade one elementary school September 1955. Eight years on the elementary level. Reassigned to grades one and four. Mental abilities test record shows ability to be dull normal. Achievement test record shows her achievement to be one to two years below her assigned grade level. Her scholastic record shows her to be consistently below grade level in reading and mathematics. Attendance record while in elementary school was poor, showing 135 days absent.

In September 1963 she entered Junior High School. At the end of the first semester she had failed on all subjects including physical education. She did not return to school for the second semester. In September 1964 she reenrolled in Junior High School and apparently did not have the funds needed for books, supplies and fees. After a prolonged period of non-attendance her case was referred to the County attendance teacher on September 18, 1964. On September 29 the report from the County attendance teacher stated that her father said she would not go to school.

Her mother died shortly before she entered Junior High in 1963. A visit to the home where she lives with her father who is unemployed revealed poverty, deprivation and neglect. This is a fifteen year old girl with limited ability and almost no home supervision. After the mother's death the little stability which the home provided ceased, and any incentive to remain in school disappeared.

Male 18 years of age. Entered grade one in Harllee School September 1953. In September 1958 he transferred to McKenzie School. Seven years on the elementary level. Reassigned to grade four.

Mental ability tests show ability to be low normal. Achievement tests show achievement to be about one year below assigned grade level. Scholastic record shows achievement in Reading and Mathematics to be consistently below assigned grade level. Attendance record for elementary schools shows 120 days absent.

Entered Poynor Junior High School September 1960. Remained one year, failed all subjects. Transferred to Moore Junior High School September 1961. Remained one year, failed all subjects. Reentered Poynor September 1962. Remained one year, failed all subjects.

Entered Southside September 1963. On basis of age was assigned to grade nine. At the end of the second report period had failed all subjects with the exception of Shop. Dropped out of school. Reentered Southside September 1964. Enrolled in Vocational Carpentry. Dropped out again October 26, 1964.

When questioned about dropping out his mother said he told her he could not learn and there was not any use in trying.

His mother and father have been separated for several years. He told his mother he needed to work to help. He is now employed in a printing shop and seems to be able to learn what he needs for the job he is learning to do. The surprising thing is that he stayed in Junior and Senior High School for four years without experiencing success in but one subject.

## Case Number Twelve

Male 18 years of age. Entered grade 6 elementary school in Florence District I September 21, 1960. Transferred to another school in District I October 13, 1960. October 19, 1960 family applied for free lunch for five children. According to his autobiography his father has been disabled and out of work at frequent intervals. Before moving to Florence in 1960 the family was burned out. This boy says he sold peanuts and picked cotton to try to help out. He says he gave his mother all he made to help buy groceries.

An achievement test administered while he was in the sixth grade shows his achievement to be slightly below grade level.

He entered Junior High School in September 1961. At the end of the first semester he had been absent 21 days and had failed English, mathematics and social science. At the end of the first report period second semester he failed everything. He dropped out of school four days after reports were given out. He was able to get small odd jobs some of the time.

September 1962 he reentered Junior High School. At the end of the first semester he failed English, mathematics and social science. He dropped out of school for the rest of the year.

In September 1963 he tried again and because of his age he was sent to Senior High School. After a conference he was advised to enroll in night school. He stated that he could not afford it and said he would rather go back to Junior High School to try to complete school.

He reenrolled in Junior High September 1963 and was scheduled in Basic classes. He dropped out at the end of the first semester after failure in three subjects.

He is now working in Darlington.

## Case Number Thirteen

Male 17 years of age. Entered grade one elementary school September 1953. Six years on elementary level. Mental ability test show ability to be dull normal. Achievement tests show achievement to be slightly below assigned grade level. Scholastic record shows him to be below assigned grade level in reading and mathematics. Attendance record good.

Entered Junior High School September 1959. Dropped out of Junior High 1964. In the five years he attended Junior High he failed English five times, mathematics five times, natural science four times and social science four times. After being placed in the Certificate Course he continued to fail.

He was assigned to Senior High School for the term 1964-65 but he did not report. A conference with his mother revealed that he was taking automobile mechanics in the Auto Mechanics School sponsored by the Governor's STEP program. His mother asked the question, "What was the use for him to stay in school and fail year after year?" She was right, what was the use? Did we have any right to let this happen year after year for five years? His mother reports that he is doing good work in the Mechanics School which proves there were some things he could do successfully.

His attendance record was poor his last two years in school. Is it surprising?

## Case Number Fourteen

Male 16 years of age. Entered grade one elementary school September 1954. Eight years on elementary level. Mental abilities tests show ability to be low average. Achievement test record shows achievement to be two to three years below assigned grade level. Scholastic record shows below grade level in reading and mathematics at the end of eight years on the elementary level. Was reassigned in grades one and four. Attendance record poor, 248 days absent in elementary school.

Entered Junior High School September 1962. At the end of the first semester he was failing all subjects. He continued to fail and his attendance record became increasingly poor. He was absent 81 days and dropped out of school before the end of the year. He reentered Junior High School September 1963 and was reassigned to grade seven. At the end of the year he had failed science again. He was absent 53 days and his conduct record was beginning to look very bad. He was suspended for truancy, but was reinstated. He was scheduled in the eighth grade for the term 1964-65 but he did not report.

A conference with the father revealed that he was working and getting along well with the job he had. He is one of nine children with a very limited economic background and very weak home discipline.

## Case Number Fifteen

Female 16 years of age. Entered grade one elementary school September 1954. Seven years on elementary level. Mental abilities tests show low average ability. Achievement test record shows achievement on or slightly below grade assignment through grade six but by grade eight test record shows achievement more than one year below grade assignment. Scholarship record shows below grade level in reading and mathematics from grade three through grade six. Attendance record average.

Entered Junior High School September 1961. Was in Junior High three years. In that time had repeated eighth grade math, eighth grade science and eighth grade social science. For the term beginning September 1964 she was scheduled in English II, mathematics I, physical science and geography. She did not report for school September 1964.

A conference with the mother revealed that she was working in the kitchen of one of the Medical Institutions in Florence. The mother said this was necessary if the younger children were to remain in school. The father has an alcoholic problem and does not contribute anything to the support of the family. The mother is a waitress and is finding it difficult to supply the minimum necessities for her family.



Female 16 years of age. Entered grade one elementary school September 1954. Eight years on elementary level. Mental abilities tests show low average ability. Achievement test record shows achievement to be from one to two years below assigned grade level. Scholastic record shows below grade level in reading mathematics from grade one through six. Was reassigned in grades three and four. Attendance record average.

Entered Junior High School September 1962. Was in Junior High two years. Failed seventh grade social science and eighth grade natural science. Was scheduled for ninth grade September 1964 but she did not enroll. When contacted by the Guidance Counselor in Junior High she said she was ill and not able to come to school.

A conference with the mother revealed that she was working in one of the downtown eating establishments. The mother said she, the daughter, found school real hard and she hated to go to school. The mother also said they did not have the money for the things she needed and she wanted to go to work. The mother also said that since she was sixteen they thought she would be just as well of working.

## Case Number Seventeen

Male 15 years of age. Entered grade one Briggs School September 1956. Moved out of District 1960. Returned 1961, entered Delmar Heights School, moved to McKenzie area after second six weeks. Seven years on elementary level. Mental abilities tests show ability to be high average. Achievement test shows achievement to be on or above assigned grade level. Scholastic record shows below assigned grade level in Reading and Mathematics from grades one through six. Attendance record very poor - 200 days absent on elementary level.

Entered Poyner Junior High School September 1962. At the end of grade seven he had failed English and Social Science and was absent 71 days. He returned to school September 1963 and was present two days when he dropped out. He returned to school 1964 and was present 15 days and dropped out.

A conference with the father revealed the fact that the father admitted he could not do anything with the boy. He could not make him come to school. At the time of the conference the boy was spending most of his time on the streets.

This should be one for the Courts if we had the kind of law and Courts we need to help with this type family.

## Case Number Eighteen

Female 17 years of age. Entered grade one McKenzie School 1953. Seven years on elementary level. Mental abilities test show ability to be low average. Achievement tests show achievement to be consistantly one to two years below assigned grade level. Scholastic record shows below assigned grade level in Reading and Mathematics from grade two through six. Reassigned in grade four.

Entered M<sub>o</sub>re Junior High School September 1960. Recommended for and assigned to Certificate Course. On demand of parents she went to summer school and was assigned to regular classes 1961. She failed English, Mathematics and Social Science. Went to summer school and passed English and Mathematics. Assigned to grade nine, failed English I, Mathematics I. Went to summer school and passed both.

Entered McClenaghan September 1963. Failed English, Mathematics, Biology and Typing I. Dropped out of school and was married May 1964.

The kind of school program this girl attempted was beyond her ability. Her mother would not settle for what she could do, therefore it is not too strange that this girl considered marriage a way out of an intolerable situation.

Female 13 years of age. Entered grade one elementary school September 1952. Seven years on elementary level. Mental abilities tests show ability to be low average. Achievement tests show achievement to be one to two grades lower than assigned grade level. Scholastic record shows below assigned grade level in reading and arithmetic from grades one through six. Reassigned to grade three. Attendance record average.

Entered Junior High School September 1959. Failed English twice, math twice, science twice and social science twice. Attendance began to be poor. Assigned to ninth grade on basis of age, placed in Certificate Course.

Entered Senior High School September 1963. Failed English, math, world history and physical education. Attendance continued poor. Did not report for school September 1964.

A visit to the home revealed a condition of economic and social disadvantage. The sister in the home said this girl was married and working as a waitress in Florence.

Again the question, what meaning could her school experience have had for this girl?

Case Number Twenty

Female 18 years of age. Entered grade two elementary school Florence District One September 1954. Six years on elementary level. Was assigned to grade five on the insistance of her mother, after being recommended for reassignment to grade four. Mental abilities tests show ability to be dull normal. Achievement tests show achievement to be consistantly one to two grades below assigned grade level. Scholastic record shows below assigned grade level in reading and mathematics from grades two through six. Attendance record poor, 123 days absent during elementary school.

Entered Junior High School September 1959. Failed English twice. Mathematics twice, natural science once and social science one. Absent 146 days.

Family had trouble keeping her in school. She complained that it was too hard for her and that she could not do all the things she was supposed to do. She said that she liked to read but that most of the books she had to study she did not like to read.

She was married during the summer, therefore she did not return to school in September.

A traditional school program could have little meaning for this girl.

APPENDIX C

COPY OF RATING CHART

# TRAIT RATING

GRADE 10 INDICATED BY 2  
GRADE 11 INDICATED BY 3  
GRADE 12 INDICATED BY 4

Sioux Falls Public Schools  
Sioux Falls, South Dakota

	INFERIOR	BELOW AVG.	AVERAGE	ABOVE AVG.	SUPERIOR
<b>I. INDUSTRY</b> Willingness to Work, Effort, Work Habits, Zeal, Perseverance, Energetic Attention.	Lazy. Little or no effort.	Seldom completes required work.	Usually does work that is required.	Works regularly. Occasionally does extra work.	Does extra work gladly.
<b>II. THOROUGHNESS</b> Accuracy, Carefulness, Definiteness.	Careless. Work always incomplete.	Expresses ideas inaccurately, carelessly.	Work usually completed and fairly accurate.	Careful work. Accurate.	Very careful. Very thorough.
<b>III. INITIATIVE</b> Intellectual Curiosity, Willingness to Attempt New Ideas, Original.	Never tries anything new.	Seldom originates any work. Follows others.	Sometimes attempts new ideas.	Often initiates undertakings.	Marked ability to think for himself. Carries out ideas.
<b>IV. RELIABILITY</b> Dependability, Trustworthiness, Ability to get along without supervision, Honesty.	Neglects promises, obligations and appointments.	Often needs supervision.	Reliable on most occasions. Has to be prompted.	Willing to assume obligations. Keeps appointments.	Thoroughly dependable.
<b>V. COOPERATION</b> Ability to get along with others. Adaptable, Tactful, Agreeable, Cheerful.	Disagreeable. Antagonistic.	Slow to respond. Not willing to help.	Usually agreeable. Generally willing to help.	Happy in team work. Always agreeable.	Eager to do more than required.
<b>VI. EMOTIONAL CONTROL</b> Poise, Moodiness, Over-emotional.	Very poor control of emotions.	Occasionally loses self-control.	Fairly well balanced. Good control of emotions.	Well balanced. Good poise.	Unusual poise.
<b>VII. LEADERSHIP</b> Confidence, Initiative, Good Judgment, Enterprising, Respected, has a following.	Shuns responsibility.	Prefers plans of others. Seldom leads.	Will take responsibility if asked. Leads in minor activities.	Often shows initiative. Arouses enthusiasm.	Good judgment. Accepted by others as genuine leader.
<b>VIII. INTELLECTUAL CAPACITY</b> Intelligence, Natural Ability to Succeed in School Work.	Very slow to learn. Lowest fifth.	Needs to make extra effort to keep up.	Average intelligence.	Quick to grasp subject.	Brilliant. Highest fifth.
<b>IX. SCHOLASTIC ACHIEVEMENT</b> Grades, Performance, Results.	Often fails.	Rarely does passing work.	Average grades.	Gets good results.	Gets highest grades.
<b>X. PROSPECT AS COLLEGE STUDENT</b> Predictions as to success in College.	Should not attempt college.	Will have some difficulty in college.	Should have average success.	Should do good work.	Should rank in upper fourth.
<b>XI. PROSPECT AS AN EMPLOYEE</b> Recommendations for non-college work.	A poor risk.	Might make good if conditions right.	With usual conditions should make good.	A good prospect.	Should make excellent employee.

SPACE RESERVED FOR TEST RESULTS LABELS

## APPENDIX D

### FACULTY STATEMENTS



Each faculty member who was involved with the students submitted a statement written from their own point of view as to whether or not the program was successful in keeping the students in school.

They were to state:

1. If in their opinion the students they dealt with would have remained in school, according to the indications they had observed, without the special program designed to help them.
2. They were asked to include, in their opinion if the program was an effective part of the curriculum at Wilson High School.
3. They were further asked to mention any outstanding feature (in their opinion) which may have contributed the most to the students and the program - if any! As well as any major detracting or bad feature if any!

The faculty members involved were told that their statements were to be used in evaluating the general successes and failures of the program.

The Special Vocational Educational Program at Wilson has definitely increased the holding power and reduced the dropout rate considerably over the past three years. Students have completed their high school education who otherwise would have dropped out without this special program.

Reasons for this are: (1) provision for students to work on their own levels and at their own rates, (2) increased motivation to the use of a wide variety of programmed learning material as opposed through traditional textbooks, and (3) the availability of more meaningful audio visual aids and equipment.

The success of this program should be primarily attributed to the instructors, particularly Mr. Ted Gasper; his understanding and ability to communicate with the under achievers who are usually disadvantaged, helped tremendously on the part of students.

This special program also improved our total school program in terms of grouping.

ROBERT A. DURANT

PRINCIPAL

1. In my opinion, the students from the Learning Lab would not have remained in school if it had not been for this program.
2. I think the program is effective and should remain as a part of the curriculum at Wilson High School.
3.
  - a. The program offers individualized or programmed instruction.
  - b. The selection of materials and equipment enhances the learning process of the student.

ALLARD C. DAVIS

ELECTRONIC TECHNOLOGY INSTRUCTOR

EVALUATION OF THE SPECIAL VOCATIONAL EDUCATION PROGRAM  
FLORENCE PUBLIC SCHOOL DISTRICT NUMBER ONE

1. Special programs seem necessary to hold students such as these because of the unique characteristics of the students.
2. I feel that the program was an effective part of Wilson Senior High and did implement a process of individualizing education.
3. Using test data on 23 eleventh and twelfth year students with an attrition of three from the statistic pool, the following statements are made:
  - a. The eleventh year performance growth was negative in five of the seven areas measured. An influencing factor might be due to the small sample.
  - b. The twelfth year performance growth was positive in six of the seven areas measured.
  - c. The combination of eleventh and twelfth year students showed a positive growth in six of the seven areas measured.

From this data, it seems warranted to indicate that the program is successful with a suggestion to further study the differences between the eleventh and twelfth year students, along with analyzing if different teaching techniques, materials, etc. were used on each group.

J. CALVIN TAYLOR

DIRECTOR OF SPECIAL SERVICES

Undoubtedly Special Vocational Education is instrumental in reducing the dropout rate and in luring dropouts back to school with optimism.

Most students request this program because of the favorable publicity it receives from students formerly and presently enrolled in it. This is indicative of the fact that the program sells itself.

Most of our students would not have remained in school if forced to comply with the regular classroom setting. Our students are allowed, to a certain extent, to discipline themselves in the academic as well as the behavioral aspect. I am pleased to say that most students handle their responsibilities well.

Multi-level students are exposed to a variety of learning materials and the degree of complexity varies with the grade level of our students. Job placement for our students is also a major aspect of this class and gives added responsibility to our students.

The most outstanding feature about the program is its ability to attract students who would not otherwise tolerate the average school setting; and the major deterrent of the program, in my opinion, is the rule in the guidelines stating that only vocational students are eligible for the program.

### THE SPECIAL NEEDS EDUCATION PROGRAM EVALUATION

1. The students that come to the Auto Mechanics class from the Special Vocational Education Class in my opinion would not have remained in school if it was not for this program; because school was not a challenge to the student. The students had given up.

2. The program is an effective part of the curriculum; because the students are receiving the required subjects and units to graduate. It also meets the needs of the students having a higher above average, but who are poor achievers.

3. The special program has proved itself at Wilson; because it has helped students to obtain jobs: And you can say also that it has helped the students to find himself. The program deals with the out cast student. Also all students (past-graduates) who were in the special program and my class are now employed or at Trade Schools.

CHARLES FAUST

AUTO MECHANICS INSTRUCTOR

## SPECIAL VOCATIONAL EDUCATION PROGRAM

## FLORENCE PUBLIC SCHOOLS, DISTRICT ONE

1. The Special Vocational Education program has offered motivation to those students enrolled in the program and has prevented a large percent of them from being school "drop-outs."

2. The Special Vocational Education program is an effective part of the curriculum at Wilson High School. This is being observed through the students from that program who are enrolled in Building Construction.

3. The outstanding features that are contributing the most to the students and the Special Vocational Education program are:

- a. The basic knowledge in math and language that is being taught.
- b. Motivation to learn and to up-grade the individual student.
- c. The effort of the instructor to place the Special Vocational Education students in part-time employment.
- d. The follow-up made by the instructors with the employer and the other Vocational Education instructors.

JAMES E. WRIGHT

INSTRUCTOR, BUILDING CONSTRUCTION

My remarks are primarily based on eight (8) M/L students with whom I have been associated over the past one and one-half years.

1. Possibly two (2) of the eight (8) students would have remained in school were it not for the special program.

2. I feel that the program is certainly an effective part of the school curriculum.

3. a. Some of the outstanding M/L features.

- (1) Students appear to be treated as young adults.
- (2) Students progress according to individual ability.
- (3) The teaching aids appear more varied and modern than the average classroom.
- (4) Proper individual application could result in a well rounded and informed student.

b. My derogative opinions are based on a very limited knowledge and are not necessarily factual.

- (1) Again, based on the eight (8) students and the daily school absentee roster, the daily attendance appears below normal.
- (2) Some students do not accept the individual progression as a challenge. Academic freedom in such cases could further lessen individual initiative.

SGT. GRAYSON

AIR FORCE ROTC



EVALUATION  
SPECIAL VOCATIONAL EDUCATION

1. It is my opinion that the student enrolled in Special Vocational Education would not have remained in school until graduation. The fact is that many had already dropped out or were in the process of doing so.

2. Special Vocational Education with its academic lab gives an opportunity for many students to graduate from high school that would not have otherwise graduated. These students participate in all activities of the regular school program including sports, student government and student council.

3. Most students in this program were failing when assigned to the lab. and in many cases the students are able to make up the deficiencies and have the courses validated rather than to repeat the entire course. Another feature that I think is important is students 18 years of age and older may earn units on the basis of tests as in Adult Education. A programmed course of study best serves some people and I think this is true for those who have been successful in this program. A bad feature of the program is the fact that no student may earn more than six (6) units during one school term.

G. V. DAVIDSON

VOCATIONAL COUNSELOR

EVALUATION OF THE VOCATIONAL PROGRAM  
IN THE FLORENCE DISTRICT ONE SCHOOLS

In my opinion, the vocational program has been very effective in keeping the pupils in school. Most of these pupils would probably not have remained in school where they are not enrolled in this program. They attend my masonry classes well, and evince interest and enthusiasm in the program.

The vocational program is an important part of the curriculum of Wilson High School due to the fact that it gives the many students who do not plan to attend college, training and attitudes which will enable them to become productive and desirable citizens in our society.

The outstanding feature of the vocational program, in my opinion, is that it gives students, who are not academically oriented, a feeling of pride and achievement in being successful in vocational education.

ROBERT G. HARLEE

NATHANIEL BROWN

MASONRY INSTRUCTORS

WILSON HIGH SCHOOL

## EVALUATION OF THE VOCATIONAL PROGRAM

After carefully observing the Vocational Education Program at Wilson High School, I am in position to make the following statements:

1. The program is definitely an asset to the pupils involved. If the school did not have this program, I am sure many pupils would drop out of school.
2. The program is an effective part of the curriculum at Wilson High School. Many students who have completed this program are now successfully employed in the Florence Area and Elsewhere.
3. The most outstanding feature of the program is the relaxed atmosphere of the classroom. I noticed that the pupils seem to enjoy doing their classwork. I am sure that most of them are learning.

WILLIAM C. DAVIS

MATHEMATICS SUPERVISOR

FLORENCE DISTRICT NO. 1 SCHOOLS

TO WHOM IT MAY CONCERN:

It is my considered opinion that the Special Vocational Education Program is one of the most valuable programs at Wilson High School. There is no doubt that many students have been held in school because of this program.

Many of our students have fallen behind in their school work and the Special Vocational Program is vital in giving them a chance to make up work while continuing to get the vocational training they need.

As a guidance counselor, I see the program as being especially helpful to me in my work with students on curriculum and course scheduling. Since the program is organized on an individual basis, I am able to counsel my students who qualify as individuals, not a part of a group.

The most outstanding feature of the program is the individualized curriculum and the fact that each student is able to work at his own rate. The program is not for everyone, as it requires personal discipline and the motivation to get an education. Another feature is the fellowship that most of the students develop for each other. Many valuable projects have been organized by the group and carried out to the benefit of the students, school, and the community.

The only disadvantage that I see in the program is the fact that it is limited to vocational students only. There are many other students who could benefit from this type program, but do not qualify because of the vocational requirement. At the same time, I would not want to infer

that all students who finish the program are terminal. A number of students have finished the program and continued their education in technical education centers or colleges. This headlines the fact that the program is not for students of low academic ability, but for students of normal ability who have fallen behind for some reason or another.

In summary, I would be very distressed to see the program discontinued. If anything, the program should be expanded to help any student who would benefit from this type of program. The program is vital for holding certain students in school. I have the highest regard for the instructors who take students that have academic and behavioral problems and give them a chance to progress at their own rate to helpful and useful citizens of the community.

GARY WATSON LEWIS

GUIDANCE COUNSELOR

## COMMENTS ON SPECIAL VOCATIONAL EDUCATION

1. Many, if not all, of the students would have dropped out of school if forced into a regular school curriculum with the required 18 units but because of 6 unit/year limitation, etc., would have taken four more years to graduate. The inflexibility of the regular curriculum would have placed many of these students in classes with students three-four years younger than they were leading to many problems on both sides. Faculty understanding is extremely vital if a dropout is placed in a regular program.

2. This program is an effective part of the curriculum at Wilson High School. Some parts of the program need further clarification and delimitation. For example, when a student has completed all of his course work, he needs something special to keep him out of trouble either on or off the school campus. I expect that a better employment situation might prove beneficial, by placing a student on the job as soon as his course work is complete for the year. Also the student should be allowed and required to leave the campus when all of his work is completed.

3. One outstanding feature of the program is that under certain circumstances, it can salvage a student who has completed only a part of his senior classwork and for various reasons, must go to work, but yet allow him to attend classes as necessary to graduate with his regular class.

A major deterrent to the program may be that it can be allowed to become a haven for the athlete who loves and excels at sports but detests academic work. If this is done only for the purpose of providing minimum passing units to compete in athletics, the program is of no value. I would suggest that the South Carolina League rules specify more clearly the type of units required for interscholastic eligibility.

WILLIAM D. RENTZ

ASSISTANT PRINCIPAL

WILSON HIGH SCHOOL

### SPECIAL VOCATIONAL PROGRAM

1. The Special Vocational Education Program which is designed to meet the needs of students who have special problems has proven to be successful in keeping students in school who normally would have become drop outs.

2. Pre-testing and post-testing to determine academic achievement in the learning laboratory has revealed that the academic accomplishments in this program have been as high as students in the regular high school program. This training program is designed for students with normal mental ability.

3. Students who have become frustrated in the regular school program for many reasons find the casual way of studying and learning which is done in the learning laboratory situation on an individual basis much more appealing. This method of conducting a training program lends itself to meeting the needs of students who may perform at varying rates. They are not under pressure but are challenged to make progress to the extent of their ability and interest.

The experience which we have had clearly reveals that students who are to perform satisfactorily in a program of this type must be as highly motivated as students in a regular program. This program is in no way a short cut to getting an education.

M. P. NOLAN, DIRECTOR  
VOCATIONAL EDUCATION  
FLORENCE PUBLIC SCHOOLS DISTRICT NO. 1



The following are responses to three items on a questionnaire from the Supervisor of the Vocational Education Learning Lab.

1. In my opinion this program has been a tremendous help in keeping students, particularly boys, in school. Many who have graduated and others who are near graduating this year, perhaps, would not have even considered returning to school, while others, perhaps, would not have considered remaining in school. Very definitely it has been a worthwhile innovative approach to holding and educating the potential drop-out.

2. Many of the students in the program rank comparatively well with other students in the regular school program who have similar abilities. They participate in all major sports and clubs of the school and many are leaders. Therefore, I conclude that the Vocational Education Learning Lab has been an effective part of the curriculum at Wilson.

3. Flexibility is perhaps the most outstanding feature of the program. Combined with teachers who understand and relate well with youth, many disadvantaged or specials in some sense of the word, seems to be the key to any success the program may claim. Without either or both, flexibility and empathetic teachers, the program could not have accomplished its goals.

One disadvantage of the program is the requirement of students to take a vocation even though they are placed in the Learning Lab in the

middle of the year. It seems that this requirement could be waived for students who enter the program late in the year.

FRANK GILBERT

DIRECTOR OF GUIDANCE

WILSON HIGH SCHOOL

## EVALUATION

1. A great number of these students are below the average in their school work because of certain economic conditions which caused them not to have been in regular attendance during prior years. In as much as this program allows a student to catch up on his work as well as progress at his own rate, I do think that this program has afforded students the opportunity of a high school education that otherwise would not have been possible.

2. In as much as Wilson High School has a large number of students with economic conditions as described in number 1, I do think the program here is very effective and should be maintained.

3. A. One outstanding feature is that in the event that a student needs employment (most of them do) he is able to make up the work on a schedule which can be centered around certain hours of employment, thus allowing him to be able to afford certain necessities that otherwise he would be deprived of.

B. One bad feature which may or may not be true in this case is that the majority of students when left on his own to any extent tends to take too much of an advantage of the situation by not applying himself as he should, and tends to only want to get "by" so to speak.

DAVID H. ADAMS, SR.

VOCATIONAL AGRICULTURE INSTRUCTOR

## EVALUATION STATEMENT

1. No, I donot think the students that I taught would have stayed in school without the Special Program. From my observation these students had lost interest in the regular school program. They appeared to be in grades below their age group, and were highly matured for their age. I do believe that this program played a major role in these students staying in school.

2. I do believe that the program has an effective part of the school curriculum. The student's were active in all phases of school life. Their activities included athletic, scholastic and numerous other extra-curricular activities.

3. I think that this special program kept these students in school. It helped them to make social adjustments which they probably would have missed had they dropped out of school. It also enabled some of them to realize the values of work, for I understand that through this program some of the students were able to secure jobs.

Among the detracting or band features of the special program were: Some of the students did not take advantage of the break periods given them. In my opinion some of the students were given special privileges which were allowed students in the regular program.

WILLIAM R. LONG  
PHYSICAL EDUCATION AND BIOLOGY INSTRUCTOR  
FOOTBALL COACH

## EVALUATION STATEMENT

Students showed little interest or initiative in general school curriculum. These students were potential drop-outs until individual instruction was made available through the multi-level approach to education.

We feel that this approach is an effective way of dealing with individuals and should be considered in future planning for this community.

We are in the process of placing several of these students in institutions of higher learning on athletic scholarships because of their ability to participate in athletics such as: football, basketball, baseball and track.

ELLIS MEANS, CHAIRMAN

PHYSICAL EDUCATION DEPARTMENT

HEAD FOOTBALL COACH AND ATHLETIC DIRECTOR

# APPENDIX E

## COURSE OF STUDY

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#### COURSE OF STUDY

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### INTRODUCTION

#### I. Placement

At the beginning of the school year, each student is given a placement test in all subjects. The student is then placed in the appropriate programmed material (subjects needed for graduation)

#### II. General course work

Each student is to complete, by the end of the year, the textbooks he has been assigned. Each student works at his own level, and the textbook is a programmed course. Each book is divided into units, and the student takes a prepared test on each unit as it is completed. Students making a low test score are required to restudy the unit until he can satisfactorily pass the unit test.

#### III. Supplementary Material

##### A. Reading Materials

Students are given a placement test to determine their reading level. Students are then placed in one of the reading laboratory kits to progress at their own speed. Low reading students are encouraged to spend more time than others on this material. Some students with high test scores are placed in literature books that are taught in the regular high school curriculum. All students work with the LSI, Reading Comprehension Set.

##### B. Library Books

Students are encouraged to read for pleasure. Students may check out books from the Library or read any of the books in the learning laboratory. Written book reports are required six times a year.

##### C. Written Expression

1. English and history are correlated in the learning laboratory. When a student views the various film strips

on the unit of history he is working on, he is required to turn in a written report on this film strip. These reports are checked by the teacher and student together in order to point out the student's weak points.

2. Personal and business letter writing are a part of the English program.
3. Book reports
4. Assigned themes



ENGLISH

Units can be earned on 9, 10, 11, 12, grade level.

Explanation of materials used:

L.S.I.'s (Lessons for Self-Instruction)

Reading:

Following Directions.....	A-B	C-D	E-F	G
Reference Skills.....	A-B	C-D	E-F	G
Reading Interpretations I.....	A-B	C-D	E-F	G
Reading Interpretations II.....	A-B	C-D	E-F	G

English Language:

Sentence Patterns.....	C-D	E-F
Verbs.....	C-D	E-F
Punctuation.....	C-D	E-F
Capitalization.....	C-D	E-F

"Although designed primarily for intensive review, the ISI's are useful for enrichment as well as for strengthening skills of weaker students.....Each student progresses at his own pace."

"Attention to readability as measured by the Dale-Chall formula ensures that the reading in itself will not be a barrier. The lessons are prepared to be attractive to both young and adult readers. The tone, content, and presentation are such as not to antagonize mature students."

English, 2200; 2600; 3200.....By Joseph C. Blumenthal

In ENGLISH 2600 each lesson consists of a series of very small steps through which you will reason your way - one step at a time. The advantages of "reasoning your way" instead of "Being told" have been known to good teachers ever since the days of Socrates. There is no separation between explanation and exercise, as in other textbooks; the two are woven tightly together. Every step, or frame, calls for a written response, which requires both thinking and attention. You will learn to think and to concentrate in a way that will be useful to you in all your studies - both in high school and college.

The level of assignment, 2200, 2600, or 3200 is determined by the score of the student on the appropriate pretest prepared by the author of the series. Level of assignment is independent of grade level. That is a high ability student of ninth grade may use 3200 English where a low ability 12th grader may be using 2600 English. The accomplishment of the student in this study is determined by use of Book-Author prepared tests.

Writing, Books I, II, III.....By Michael Grady and Naomi Grady

"These workbooks, Writing: Patterns and Practice, Books I, II, and III, have one major goal: to give the culturally disadvantaged student the skills needed to write sentences and paragraphs, and thus make it easier for him to become socially mobile."

"This series of three workbooks for the senior high school English courses teaches the culturally disadvantaged student to write. The focus of attention is the English sentence, indeed, Book I is almost wholly devoted to teaching how to write sentences. Book II and III continue to emphasize the sentence, and go further by teaching the types of writing that are useful in daily living, writing letters, resumes, and reports, and filling out applications and other forms. The teaching methods used in these books are based mainly on the findings of modern linguistics and, to some extent, on the organization of programmed instruction."

S.R.A.....IVa.....Reading Laboratory

"Tthis lab, the SRA READING LABORATORY IVa is particularly designed for average, above-average, and superior students in grades 9 through 12 who are able to read at the eight grade reading level and above, and who plan on continuing education beyond high school. Lab IVa is also an effective developmental reading tool for college students who may have missed having a reading program in high school."

The I.S.I. material, as listed elsewhere in this summary are multi level. The level of instruction is indicated by letter identification A-B, C-D, E-F, and G., However our experience indicated that most all students will add to their total learning experience by working the complete series. The reference skills series of I.S.I. include studies on the library, the dictionary, and the report. The text books in, English 2200, English 2600, and English 3200 are described elsewhere and like other programmed materials are well suited for the student with short attention span. The name of each text is derived from and corresponds to the number of lessons or frames in the book. I.E. English 2200 contains 2200 frames or lessons.

#### IV. Materials for English

##### A. Textbooks

1. ENGLISH 2200, A PROGRAMMED COURSE IN GRAMMAR AND USAGE By Joseph C. Blementhal
2. ENGLISH 2600, A PROGRAMMED COURSE IN GRAMMAR AND USAGE By Joseph C. Blementhal
3. ENGLISH 3200, A PROGRAMMED COURSE IN GRAMMAR AND USAGE By Joseph C. Blementhal

#### A. Reading Materials

1. S. R. A., Junior Reading for Understanding Laboratory
2. S. R. A., Reading Laboratory IIa
3. S. R. A., Reading Laboratory IVa
4. L. S. I., Reading Comprehension Set
5. Approximately 50 books for reading pleasure and enrichment

#### C. Dictionaries

1. 18 Webster's New Practical School Dictionary
2. 3 Thorndike and Barnhart High School Dictionary
3. 1 The World Book Dictionary, 1968 Edition
4. The Random House Dictionary of the English Language, College Edition (1)
5. The Random House Dictionary of the English Language, The Unabridged Edition (1)

#### D. Language Material

- L. S. I., English Language Workshop (Intermediate)  
SRA, Pilot Library (Intermediate)

#### E. Supplementary Textbooks

1. VOCATIONAL ENGLISH, BOOK I  
By Jocken and Shapiro
2. VOCATIONAL ENGLISH, BOOK II  
By Jocken and Shapiro

## SOCIAL STUDIES

### I. United States History (1-unit)

The Follet Basic Learnings Program is used in the teaching of United States History. This program is made up of nine programmed United States History Study Units. Each student receives all nine of these study units and progresses in them at his own rate of speed. The student takes prepared tests on each study unit as it is completed. Prepared tests are also given on the first three units, the first six units, and on all nine units. Film strips, records, and prepared tapes are available for the students use.

### II. World History (1-unit)

The Follett Basic Learnings Program is used in the teaching of World History. This program is made up of nine programmed World History Study Units. Each student receives all nine of these study units and progresses at his own rate of speed. The student takes prepared tests on each study unit as it is completed. Prepared tests are also given on the first three units, the first six units, and on all nine units. Filmstrips and records are available for the students use.

### III. American Government ( $\frac{1}{2}$ -unit)

American Government is a one semester course. A programmed workbook entitled INTRODUCTION TO AMERICAN GOVERNMENT is used. Each student progresses at his own rate of speed. Filmstrips are available for this course.

### IV. Psychology ( $\frac{1}{2}$ -unit)

Psychology is a one semester course. The book, PSYCHOLOGY: ITS PRINCIPLES AND APPLICATIONS, is used. A programmed workbook is used with the textbook. A student studies a chapter in his book, and then completes the matching chapter in his workbook. Each student progresses at his own speed. Prepared tests are given on each chapter as it is finished.

### V. Consumer Education (1-unit)

The Modern Consumer Education Kit must be completed by students enrolled in consumer education. The kit consists of pamphlets, filmstrips, and cassette recordings which cover the subject area completely. The kit has cards for student review and evaluation individually; these resemble flash cards but are the size of a regular deck of cards. For teacher evaluation of students the kit contains tests drawn up by the authors of the various units. Students progress at their own rate.

## VI. Economics (1-unit)

The series published by Behavioral Research Laboratories is utilized in this subject area. The students work through the series of books listed under economics in the materials section. In some cases since this is an elective students are allowed to take selected portions of these materials (in the event they need only  $\frac{1}{2}$  unit to fulfill graduation requirements. In most cases students taking this course also enroll for sociology. By doing so they earn 2 units of credit and must complete all seven texts. Students progress at their own rate.

## VII. Sociology

As noted above this course is usually taken in conjunction with economics so that the student receives a more rounded picture of the functions involved. However, in some cases students may take selected portions of the economics series for either 1 or  $\frac{1}{2}$  unit of credit according to his individual need in order to meet graduation requirements. Students progress at their own rate.

## VIII. Materials for Social Studies:

### A. Textbooks

1. AMERICAN HISTORY STUDY LESSONS, THE FOLLETT BASIC LEARNINGS PROGRAM  
Jack Abramowitz
2. WORLD HISTORY STUDY LESSONS, THE FOLLETT BASIC LEARNINGS PROGRAM  
Jack Abramowitz
3. MODERN CONSUMER EDUCATION: THE GOOLIER EDUCATIONAL CORPORATION
4. INTRODUCTION TO AMERICAN GOVERNMENT  
S. B. Rosenhack (Behavioral Research Laboratories)
5. PSYCHOLOGY: ITS PRINCIPLES AND APPLICATIONS, Fourth Edition (Text) T. L. Engle, Leonard J. West, and Ohmer Milton  
Record of activities and experiments with programmed units (Engle, West & Milton) Harcourt, Brace and World
6. THE AMERICAN ECONOMICS SERIES (Behavioral Research Laboratories)
  - a. The Free Enterprise System by Keith G. Lumsden
  - b. The Gross National Product by Keith G. Lumsden
  - c. The Problems of Economic Stability and Growth by Richard E. Attiyen
  - d. The Federal Reserve System and It's Effect on Money and Banking by Samuel Weiner

- e. Taxes and Government Spending by Richard E. Attiyen
- f. International Trade by Keith G. Lumsden
- g. Capitalism, Communism, and Socialism by Richard E. Attiyen

In this series books B and C are done by students earning  $\frac{1}{2}$  unit of credit. Books D and E are added for the course if it is taken for 1 unit.

- 7. Sociology - (Texts listed with the Economics Series) Books A and G are done by students earning  $\frac{1}{2}$  units of credit.

Book E is added if the course is taken for 1 unit.

#### B. Reference Materials

- 1. COLLIER'S ENCYCLOPEDIA, 1968 Edition
- 2. THE WORLD BOOK ENCYCLOPEDIA, 1967 Edition
- 3. THE WORLD BOOK ATLAS, 1968 Edition

#### C. Maps

- 1. North America Wall Map by George F. Cram Company, Inc.
- 2. United States Wall Map by The George F. Cram Company, Inc.
- 3. United States Wall Map by Rand McNally
- 4. World Wall Map by The George F. Cram Company, Inc.
- 5. World Wall Map by Denoyer-Geppert Company
- 6. South American Wall Map by George F. Cram Company, Inc.

#### D. Visual Aids

- 1. Filmstrips
  - a. American Government Series Filmstrips by McGraw-Hill
  - b. Our National Government Filmstrips by Singer (SVE)
  - c. Democracy--What you Should Know About It Filmstrips by McGraw-Hill
  - d. Lessons in World History by Follett Publishing Company
  - e. World History Series by S. V. E.
  - f. Civics Series by McGraw-Hill

## 2. Filmstrips and Records

- a. Discovery, Exploration and Colonization of America by S. V. E.
- b. Westward Migration by S. V. E.
- c. Pathfinders Westward by S. V. E.
- d. The Civil War by S. V. E.
- e. American Spirit in the Revolutionary War by S. V. E.
- f. The Evolution of American Industry, Enterprise, and Welfare by S. V. E.
- g. Communities Around the World by S. V. E.
- h. A Challenge to Freedom by S. V. E.

## 3. Eight mm film loops

- a. The United States Flag Series, Folding Our Flag by Encyclopedia Britannica Education Corporation
- b. The United States Flag Series, Honoring A Hero by Encyclopedia Britannica Education Corporation
- c. The United States Flag Series, Displaying Our Flag by Encyclopedia Britannica Education Corporation

## MATHEMATICS

Mathematics

1. Locator Math Test
2. LSI Workbooks
  - a. Addition
  - b. Subtraction
  - c. Multiplication
  - d. Division
3. Basic Mathematics (TEMAC - Encyclopedia Britannica)
  - a. Addition and Subtraction of Whole Numbers
  - b. Multiplication and Division of Whole Numbers
  - c. Fractions and Mixed Numbers
  - d. Decimals and Percentage
  - e. Measurement

Business Math

1. Work-A-Text - Business Arithmetic - Cambridge Book Company, Inc.  
by Donald F. Burns

Algebra I

Complete the 5 programmed booklets 1-5 books (TEMAC - Encyclopedia Britannica)

Plane Geometry

Same as Algebra I

Algebra II

Same as Algebra I

Modern Math

- (TEMAC - Encyclopedia Britannica)
- a. Introduction to Modern Mathematics Units 1 - 4 (by James A. Smith)



## SCIENCE

Science

1. Complete all 8 books
  - a. Introduction to Matter and Energy
  - b. Living Things
  - c. Taking Care of Ourselves
  - d. The Earth and Its Neighbors
  - e. Substances Around Us Change
  - f. Work and Energy
  - g. The Earth and Its Atmosphere
  - h. How Life Is Maintained
2. Basic Science for Living Books 1 and 2 by Jewel Varnado Steck-Vaughn Company, Austin, Texas

Biology

1.
  - a. Biology Unit: The Evolution of Life
  - b. The Human Body and Its Function
2. Biology - "The Science of Life (Work Text) by Addison E. Lee Steck-Vaughn Company with Accompanying Text.